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## ABSTRACT

This document sets forth the comprehensive health skills which provide the framework for health education programs for students from K-12. Objectives for each level are described as well as key indicators of what the students should be expected to comprehend at the conclusion of each section. For each of the 13 areas of comprehensive health concerns, essential skills, key indicators, and suggested evaluation are outlined. The areas covered are: (1) life management skills; (2) environmental health; (3) safe environment and injury prevention; (4) substance abuse prevention; (5) nutrition; (6) growth and development; (7) human sexuality; (8) consumer health; (9) community health resources; (10) disease prevention and control; (11) personal health and hygiene; (12) family health; and (13) physical education. (JD)

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# ARIZONA COMPREHENSIVE HEALTH ESSENTIAL SKILLS

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## ARIZONA DEPARTMENT OF EDUCATION

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## INTRODUCTION

In accordance with A.R.S. § 15-203 and related Rule R7-2-203, the State Board of Education appointed a Comprehensive Health Essential Skills Committee on November 16, 1988. The purpose of the committee was to act in an advisory capacity to the Board in the development of essential skills requirements K-12 for comprehensive health education, including physical education.

The committee was comprised of 16 members representing teachers, parents and health professionals from across the state of Arizona. The committee represented expertise in such areas as psychology, medicine, nursing, public health, physical education, health education and counseling. Expertise in all levels of education were represented.

Beginning in February, 1989, the committee met as a full committee 14 times for a total of approximately 95 hours to develop the essential skills and related materials contained in this document. Countless other hours were spent by individual committee members, subcommittees and Department of Education staff on this project.

As described in the Foundation Statement which follows, the committee strived to recognize the broad, comprehensive nature of health and physical education instruction within the context of a comprehensive school health program. Promoting the health of school-age children is no easy task. It takes the combined efforts of students, parents, teachers, administrators, community health agencies and the general public to be successful.

This essential skills document is arranged in the following sections:

- Introduction and Special Notes

- Foundation Statement

- Definitions

- Essential Skills, Key Indicators and Suggested Evaluation

- Appendix

The essential skills and key indicators section is designed to list the essential skills by the various broad skill areas for grade levels: K-3; 4-6; 7-8; and 9-12. Key indicators are provided for each essential skill at each grade level as guidelines for what the committee felt should be included in developing competencies, a course of study and curricula related to the essential skills. Suggested evaluation methods were kept generic in recognition that most of that work will occur in developing curricula at the local school district level.

### **SPECIAL NOTES**

The committee recognized that the comprehensive health area described in the Foundation Statement and Definitions encompasses many vital areas of concern for the development and education of Arizona's young people. Each area is important by itself but is strengthened when taught in a comprehensive and integrated fashion. However, there are several unique or special areas of the essential skills which the committee felt warrant special attention. These points are as follows:

#### **Grades 9-12 Comprehensive Health Instruction**

Current State Board of Education Rule (R7-2-301) regarding subjects to be taught in the common schools only require that Health be taught as a prescribed subject grades 1-8. The committee believes that Health Essential Skills should be required in grades K-12 in Arizona's schools.

#### **Physical Education**

Over the years health education and physical education have been taught jointly or as separate courses of instruction in many schools. Professional preparation for teachers in both areas has become specialized at the undergraduate and graduate levels. The committee recognizes these separate professional distinctions between health education and physical education but also understands the obvious close relationship between the two areas within a comprehensive school health education program. A more specialized set of guidelines and foundation statement regarding physical education is included in the Appendix. Even though physical education is an essential skill area in comprehensive health, it has particular needs as a specialized area of school instruction.

### HIV and AIDS Education

As recommended in the AIDS K-12 Education Program developed by the Arizona Department of Education and Department of Health Services, the committee recommends that instruction regarding prevention of AIDS and transmission of the Human Immunodeficiency Virus (HIV) be integrated within a comprehensive health education curriculum. HIV and AIDS related information can and should be taught in many areas such as disease prevention and control, human sexuality, substance abuse prevention, community health, life management skills and anatomy and physiology. Therefore, essential skills were not developed specifically for HIV and AIDS or any other specific disease entity such as cancer or heart disease.

Due to the growing importance of the HIV/AIDS epidemic, the committee has included a section in the appendix which lists those essential skills which directly relate to HIV and AIDS instruction.

### Human Sexuality

Human sexuality is an umbrella term covering many aspects of our lives, as you will see in the essential skills for that topic. The fertility aspect is a very sensitive area. More than just the mechanics of reproduction, our youth need to be led to understand that fertility is a gift, a wonder to be respected. Ideally this may be best taught by the parents through example, discussion and the guidelines they set. Involvement of the parents is vital. They must be provided opportunities to preview district materials before presentation and materials designed for their involvement in discussion at home.

### Links with other Subjects

There are many links that should take place between comprehensive health essential skills and other subject areas. One key example is the science area, specifically anatomy and physiology. Many of the essential skills in health require basic understanding of human anatomy and physiology and should be strongly considered in curriculum and materials development.

### CLOSING COMMENT

The document which follows represents many hours of work by dedicated volunteers and staff. The committee commends the State Board of Education for recognizing the importance of comprehensive school health as a priority area of instruction in Arizona's schools.

## FOUNDATION STATEMENT COMPREHENSIVE HEALTH ESSENTIAL SKILLS

Dr. J. Michael McGinnis, Deputy Assistant Secretary for Health, has summarized the significance of school health programs:

What is very clear is that education and health for children are inextricably intertwined. A student who is not healthy, who suffers from an undetected vision or hearing defect, or who is hungry, or who is impaired by drugs or alcohol, is not a student who will profit from the educational process. Likewise, an individual who has not been provided assistance in the shaping of healthy attitudes, beliefs, and habits early in life, will be more likely to suffer the consequences of reduced productivity in later years.

The broad scope of today's School Health Program encompasses far more than basic hygiene instruction, school nursing services and safe school grounds. The school health program is a combination of learning activities and experiences within the school setting that are directed toward developing an environment that protects and promotes the health of the students, school personnel and the community. The traditional school health program has included health education, health services and a healthful school environment. This has recently been expanded in the literature to also include: physical education and fitness, school food services, counseling and school psychology, staff health promotion, and integrated school-community health promotion.

The ultimate goal of the comprehensive school health promotion is to help young people in Arizona achieve their fullest potential in and out of school by attaining their highest level of health and wellness as students and as adults. Students should learn to accept responsibility for personal health decisions and practices, work with others to maintain a healthy environment and become informed consumers of health information, health services and health products. While the curriculum is already crowded and time is precious, schools need to creatively and professionally incorporate school health programs. Educators have long recognized that a healthy body and healthy mind are basic to life long happiness, learning and productivity.

The Comprehensive Health Essential Skills are a key component to developing effective school health education. School health education has as its goal the provision of a planned sequential K-12 curriculum of learning activities. These activities should favorably influence health attitudes, behaviors, and cognitive skills; and develop within each student a positive self image and respect for others. School health education is a process that instructs, motivates and assists students and school personnel to adopt and maintain healthy practices and life-styles and advocates community and environmental programs to facilitate this goal. A successful school health education program includes: (1) planned multidisciplinary sequence of educational interventions; (2) needs assessment; (3) professionally prepared staff and in-service resources; (4) financial support; (5) parental and community involvement; and (6) program components reflective of professional education practices (program goals, behavioral objectives, instructional strategies and evaluation).

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## DEFINITIONS

### COMPREHENSIVE HEALTH ESSENTIAL SKILLS COMMITTEE

The following definitions represent the broad areas of comprehensive health concerns from which essential skills, performance objectives, competency indicators and local curricula should be based. The definitions are intentionally broad to allow some flexibility within the comprehensive health curriculum. This flexibility also recognizes that various health areas could easily be placed in several of the categories as well as in other curricular areas such as science. Content will vary based on age, grade, and placement in the scope and sequence of a curriculum. Also, please note that the first area defined, "Life Management," contains concepts and skills which provide a foundation for many of the areas that follow. However, it is felt that the area is unique enough from an instructional point of view to be listed separately.

#### 1. LIFE MANAGEMENT SKILLS

The study of human emotions and development of skills needed to relate to the world in which we live. This includes: recognition of how different people experience and express the same emotions in different ways; identification of sources of stress and how to cope with stress; problem solving, coping skills, and personal goal setting; recognition of peer pressure and peer support; understanding the relationships between physical and emotional health; strategies for improved self image; and the identification of roles people play in providing emotional and social support for family, friends and other community members.

#### 2. ENVIRONMENTAL HEALTH

The study of the relationship between our environment (both indoor and outdoor) and health. This includes: the identification of sources and causes of pollution (air, ground, noise, water, indoor); recognition of personal and community strategies for preventing, controlling and eliminating pollution; and identification of local, state and federal agencies responsible for environmental issues.

#### 3. SAFE ENVIRONMENT AND INJURY PREVENTION

The study of major human and environmental factors related to injuries in the home, school and community. This includes: knowledge of home, school and traffic safety problems and prevention; basic first-aid and techniques and emergency preparedness skills, outdoor survival skills; and the identification and prevention of various emotional, physical and/or sexual abuse problems.

#### 4. SUBSTANCE ABUSE PREVENTION

The study of the effects, including harmful effects, of tobacco, alcohol and other drugs and substances on our physical, psychological and community health. This includes: the knowledge of possible contributing causes to alcohol and other drug dependency; identification of physical, psychological and social effect of substance abuse; identification of local resources, services and support groups for prevention and treatment; recognition of peer pressure and measures to prevent initiation of tobacco, alcohol and other drug use; identification of proper uses for drugs and medications; and the laws related to substance use and abuse.

#### 5. NUTRITION

The study of basic diet and nutrition requirements to maintain and promote health through various life cycles. This includes: the knowledge of the basic dietary requirements, functions of nutrients within the body and basic nutrition principles; identification of the role of culture, economics, environment, etcetera on food selection, safe handling and preparation; evaluation of factors related to food fads and fallacies; relationships between food selection and disease prevention; and the effects of eating disorders on the human body.

#### 6. GROWTH AND DEVELOPMENT

The study of physical and emotional growth throughout the life cycle. This includes: the identification of major factors which influence growth and development; recognition of the different way children grow to become unique individuals; basic knowledge of how life begins and progress through various life cycles from conception to death and with special emphasis on the identification and recognition of physical and emotional changes during puberty and in adolescence.

#### 7. HUMAN SEXUALITY

The study of human sexuality and how it relates to self concept, reproduction, family health, growth and development, relationships and overall health. This includes: the knowledge of physical and emotional changes and differences regarding human sexuality through the life cycle; identification of physical, social and cultural factors that influence sexual attitudes and behavior; knowledge of responsibilities to ourselves and others associated with sexuality including the value of premarital sexual abstinence; recognition of the relationships between factors associated with reproduction, pregnancy, maternal and child health, family planning and sexually transmitted diseases; and identifications of changing roles and responsibilities within families.

8. CONSUMER HEALTH

The study of various health services and products available in the community for use or purchase by individuals. This includes: the identification of methods used by advertisers in promoting the sale of health, fitness and nutritional products; identification of fraudulent health practices; identification of local, state and federal agencies which protect and inform consumers; and knowledge of evaluating product claims and making use of consumer information.

9. COMMUNITY HEALTH RESOURCES

The study of various health services and resources available at the local, state and possibly federal level. This includes: the identification of various roles of community health workers; identification of community health agencies and the services they provide; identification of health problems common to their own community and how they are being addressed; and knowledge of rights and responsibilities of individuals as consumers in the health care delivery system.

10. DISEASE PREVENTION AND CONTROL

The study of the causes, prevention and control of major communicable and noncommunicable disease or conditions. This includes: the identification of differences between communicable and noncommunicable disease; knowledge of the causes and treatment of major communicable and noncommunicable diseases; knowledge of the risk factors associated with major communicable and noncommunicable disease; knowledge of various personal and community methods for early detection and prevention of communicable and noncommunicable diseases; knowledge of the relationship between the way people live and the prevention and control of diseases; and knowledge of necessity for early detection and treatment of diseases.

11. PERSONAL HEALTH AND HYGIENE

The study of various routine personal health practices needed for the maintenance and promotion of health. This includes: the knowledge and skills for problem-solving techniques, achievement of positive self-concept and acceptance of responsibility for those personal health actions over which you have some control; the knowledge and skills related to care of teeth and gums, eyes, ears, skin, hair, as well as balance between rest and physical activity.

12. FAMILY HEALTH

The study of types of families and the impact of various family roles and responsibilities on physical and emotional health. This includes: the knowledge of your own roles, contributions and responsibilities as a family member; recognition of different types of family units and how they relate to various emotional, social, economic and cultural factors; knowledge of how family members support each other and how that may contribute to physical or mental health of each member; identification of changing family roles throughout the life cycle; and identification of adjustments needed to assume multiple adult roles and responsibilities.

13. PHYSICAL EDUCATION

The study of the relationships between human movement, physical performance and lifelong skills necessary for the maintenance and promotion of health. This includes: the relationship between fitness and physical and emotional health; skills and techniques for safe and proper fitness; recognition of physical and recreational activities as positive health practices; and a knowledge of relationship between cardiovascular, respiratory and musculoskeletal health and disease prevention.

## LIFE MANAGEMENT SKILLS

**LEVEL:** K-3

| ESSENTIAL SKILLS                                                                             | KEY INDICATORS                                                                                                                                                                                                                                                                   | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                              | Students will:                                                                                                                                                                                                                                                                   |                                |
| 1. Students will have an understanding of self-concept.                                      | 1.a. Identify various similarities and differences among people.<br><br>b. Assess personal characteristics which make themselves unique and worthwhile.<br><br>c. Describe ways in which they can help themselves and others develop positive self-esteem.                       | Oral and/or written responses. |
| 2. Students will understand feelings and acquire methods of dealing with them appropriately. | 2.a. Recognize a variety of feelings in themselves and others.<br><br>b. Demonstrate understanding that it is normal to have a variety of feelings.<br><br>c. Recognize the importance of acknowledging feelings and identify a variety of ways to deal with them appropriately. |                                |

## LIFE MANAGEMENT SKILLS

**LEVEL:** K-3 (Continued)

| ESSENTIAL SKILLS                                                                                  | KEY INDICATORS                                                                                                                                                                                                                          | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                   | Students will:                                                                                                                                                                                                                          |                                |
| 3. Students will understand the importance of establishing positive interpersonal relationships.  | 3.a. Examine how relationships within the family are important in meeting needs.<br><br>b. Determine behaviors which are helpful in establishing positive relationships with others.                                                    | Oral and/or written responses. |
| 4. Students will understand stress and the importance of managing it.                             | 4.a. Recognize that everyone experiences stress.<br><br>b. Identify situations which can result in stress.<br><br>c. Assess harmful effects of too much stress.<br><br>d. Propose examples of ways to reduce or manage too much stress. |                                |
| 5. Students will understand that the decisions they make have an important impact on their lives. | 5.a. Cite examples of the types of decisions they make.<br><br>b. Determine consequences of decisions both good and bad in real and hypothetical situations.                                                                            |                                |

**LEVEL:** K-3 (Continued)

**LIFE MANAGEMENT SKILLS**

| ESSENTIAL SKILLS | KEY INDICATORS                               | SUGGESTED EVALUATION           |
|------------------|----------------------------------------------|--------------------------------|
|                  | Students will:                               |                                |
| 5. (Continued)   | 5.c. Recognize the value of self-discipline. | Oral and/or written responses. |

**LEVEL:** 4-6

## LIFE MANAGEMENT SKILLS

| ESSENTIAL SKILLS                                                                                      | KEY INDICATORS                                                                                                                                                                                                                                                                           | SUGGESTED EVALUATION           |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                        |                                                                                                                                                                                                                                                                                          |                                |
| 1. Students will understand the importance of positive self-concept to health and well being.         | 1.a. Identify personal strengths.<br>b. Assess factors which influence the development of self-concept.<br>c. Determine ways in which self-concept can affect behavior.<br>d. Determine characteristics associated with positive self-esteem.                                            | Oral and/or written responses. |
| 2. Students will understand that feelings and how we deal with them can affect thoughts and behavior. | 2.a. Demonstrate an awareness that different people express feelings in different ways.<br>b. Compare and contrast both constructive and destructive ways of dealing with feelings.<br>c. Predict ways in which feelings might affect thoughts and behaviors, positively and negatively. |                                |

**LEVEL:** 4-6 (Continued)

**LIFE MANAGEMENT SKILLS**

| ESSENTIAL SKILLS                                                                                                            | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                   | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                             | Students will:                                                                                                                                                                                                                                                                                                                                                                   |                                |
| 3. Students will understand the factors necessary to establish and maintain positive interpersonal relationships.           | 3.a. Describe effective and ineffective verbal and nonverbal communications skills.<br><br>b. Examine characteristics of healthy interpersonal relationships.<br><br>c. Describe ways to cope with feelings associated with separation or loss if relationships change or end.<br><br>d. Examine strategies for mediating and resolving conflict in interpersonal relationships. | Oral and/or written responses. |
| 4. Students will know that there are positive and negative effects of stress and that there are methods of managing stress. | 4.a. Students will identify situations which are stress producing.<br><br>b. Students will examine some positive outcomes of stress.                                                                                                                                                                                                                                             |                                |

• LIFE MANAGEMENT SKILLS

LEVEL: 4-6 (Continued)

| ESSENTIAL SKILLS                                                | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                     | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                 | Students will:                                                                                                                                                                                                                                                                                                                                                                     |                                |
| 4. (Continued)                                                  | <p>4.c. Students will determine destructive effects of too much stress on both physical and mental health.</p> <p>d. Students will analyze a variety of methods for managing stress constructively.</p>                                                                                                                                                                            | Oral and/or written responses. |
| 5. Students will know the steps in the decision making process. | <p>5.a. Students will examine steps of a decision making process which include:</p> <ul style="list-style-type: none"> <li>i) gathering information,</li> <li>ii) examination of alternatives,</li> <li>iii) examination of consequences, good and bad, short-term and long-term,</li> <li>iv) determining a course of action, and</li> <li>v) evaluating the decision.</li> </ul> |                                |

## LIFE MANAGEMENT SKILLS

**LEVEL:** 4-6 (Continued)

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

5. (Continued)

5.b. Students will demonstrate the ability to use a decision making process in a variety of real or hypothetical situations.

c. Student will recognize the value of self-discipline.

Oral and/or written responses.

6. Students will understand the importance of goal setting.

6.a. Students will examine steps to use in a goal setting process which include:

- i) defining the goal,
- ii) identifying steps necessary to meet the goal,
- iii) considering possible obstacles to the goal, and
- iv) setting a time line for achieving the goal.

b. Demonstrate an understanding that goals may need to be reevaluated or redefined periodically and that they are not always met.

**LEVEL:** 7-8

### LIFE MANAGEMENT SKILLS

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#### ESSENTIAL SKILLS

#### KEY INDICATORS

#### SUGGESTED EVALUATION

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Students will:

1. Students will understand that self-concept is a component of mental health.

- 1.a. Explain the relationship between one's self-concept and mental health.
- b. Use self-assessment and goal setting as a means to improve feelings about self.

Oral and/or written responses.

2. Students will understand the importance of being aware of feelings of self and others.

- 2.a. Examine the importance of being aware of their own feelings.
- b. Demonstrate understanding of the need to be sensitive to the feelings of others.
- c. Demonstrate understanding that everyone experiences troubled feelings on occasion such as anger, fear, hurt.
- d. Analyze and practice strategies for dealing with negative feelings.

**LEVEL:** 7-8 (Continued)

**LIFE MANAGEMENT SKILLS**

**ESSENTIAL SKILLS**

**KEY INDICATORS**

**SUGGESTED EVALUATION**

Students will:

3. Students will know effective communication skills as a method of enhancing their interpersonal relationships.

- 3.a. Demonstrate the ability to:
- i) send clear and direct messages, verbally and nonverbally,
  - ii) listen to others, receiving and understanding their communication,
  - iii) ask for clarification when needed, and
  - iv) respond verbally and nonverbally.
- b. Demonstrate effective techniques for handling conflict and solving problems.
- c. Demonstrate effective techniques for resisting negative peer pressure, while maintaining positive interpersonal relationships.

Oral and/or written responses.

**LEVEL:** 7-8 (Continued)

## LIFE MANAGEMENT SKILLS

| ESSENTIAL SKILLS                                                                                                                  | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                  | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                   | Students will:                                                                                                                                                                                                                                                                                                                                                                                  |                                |
| 4. Students will understand the effects of stress (eustress and distress), sources of stress, and strategies for managing stress. | <ul style="list-style-type: none"><li>4.a. Define stress (eustress and distress).</li><li>b. Examine stressors: those situations which might cause eustress and distress in their own lives.</li><li>c. Analyze symptoms and signals which alert them that they are experiencing too much stress (distress).</li><li>d. Propose a variety of methods of reducing and managing stress.</li></ul> | Oral and/or written responses. |
| 5. Students will understand the importance of decision making and goal setting in contributing to a healthy, productive life.     | <ul style="list-style-type: none"><li>5.a. Demonstrate the ability to use a decision making process which includes:<ul style="list-style-type: none"><li>i) gathering information,</li><li>ii) examination of alternatives,</li><li>iii) examination of consequences,</li></ul></li></ul>                                                                                                       |                                |

**LEVEL:** 7-8 (Continued)

**LIFE MANAGEMENT SKILLS**

| ESSENTIAL SKILLS | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | SUGGESTED EVALUATION           |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                  | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                |
| 5. (Continued)   | 5.a. (Continued) <ul style="list-style-type: none"><li>iv) determining a course of action, and</li><li>v) evaluating the decision in a variety of real or hypothetical situations.</li></ul> b. Demonstrate the ability to use a goal setting process which includes: <ul style="list-style-type: none"><li>i) defining the goal,</li><li>ii) identifying the steps necessary to meet the goal,</li><li>iii) considering possible obstacles to the goal, and</li><li>iv) setting a time line for achieving the goal in a variety of real or hypothetical situations.</li></ul> | Oral and/or written responses. |

# **LIFE MANAGEMENT SKILLS**

**LEVEL:** 7-8 (Continued)

| ESSENTIAL SKILLS | KEY INDICATORS                                                                                                                                                                     | SUGGESTED EVALUATION           |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                  | Students will:                                                                                                                                                                     |                                |
| 5. (Continued)   | 5.c. Demonstrate understanding that goals may need to be reevaluated or redefined periodically and that they are not always met.<br><br>d. Recognize the value of self-discipline. | Oral and/or written responses. |

**LEVEL:** 9-12

## LIFE MANAGEMENT SKILLS

| ESSENTIAL SKILLS                                                                                                                                | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SUGGESTED EVALUATION           |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                                 | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                |
| 1. Students will analyze and understand the importance of effective life management skills to psychological and physical health and well being. | <p>1.a. Identify and describe life management skills which contribute to psychological and physical well being.</p> <p>b. Assess their own strengths and needs relative to:</p> <ul style="list-style-type: none"><li>i) self-concept,</li><li>ii) dealing with feelings,</li><li>iii) establishing interpersonal relationships,</li><li>iv) managing stress,</li><li>v) decision making, and</li><li>vi) goal setting.</li></ul> <p>c. Develop strategies for developing, enhancing, and integrating life management skills into their own lives.</p> | Oral and/or written responses. |

## ENVIRONMENTAL HEALTH

**LEVEL:** K-3

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

1. Students will understand the causes, controls and effect of indoor and outdoor pollution on human health.

- 1.a. Define the word pollution.  
b. List the sources of pollution.  
c. Compare air, water, noise, ground and indoor pollution and their effects on human health.

Oral and/or written responses.

**LEVEL:**

4-6

## ENVIRONMENTAL HEALTH

| ESSENTIAL SKILLS                                                                                                | KEY INDICATORS                                                                                                                                                                                                                           | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                 | Students will:                                                                                                                                                                                                                           |                                |
| 1. Students will understand the sources and the means of preventing, controlling, and/or eliminating pollution. | 1.a. Name sources of specific pollutants in air, water and ground.<br>b. Name specific remedial actions to reduce health risks associated with air, water and ground contamination.<br>c. List sources of information about air quality. | Oral and/or written responses. |
| 2. Students will understand the relationships between community health problems and environmental pollution.    | 2.a. Describe pollution problems specific to the community.<br>b. Name basic medical conditions/problems which are attributable to environmental pollutants.                                                                             |                                |

## ENVIRONMENTAL HEALTH

**LEVEL:** 7-8

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

|                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |
| 1. Students will understand personal and community responsibilities which must be met in order to address pollution in their community. | 1.a. Explain the political, economic, cultural and social aspects of environmental health protections.<br><br>b. Examine how technological and agricultural growth often results in producing toxic substances.<br><br>c. Recognize practices in technology and agriculture which avoid the production of toxic substances.<br><br>d. Analyze the state, regional, national and international dimensions of toxic waste disposal and storage. | Oral and/or written responses. |

## ENVIRONMENTAL HEALTH

LEVEL: 9-12

| ESSENTIAL SKILLS                                                                                                                                                     | KEY INDICATORS                                                                                                                                                                                                                                                                                                     | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                                                      | Students will:                                                                                                                                                                                                                                                                                                     |                                |
| 1. Students will understand major environmental health concerns and the functions of local, state, federal and international resources which address these concerns. | 1.a. Summarize major environmental health concerns.<br><br>b. Analyze the roles and functions of air pollution regulatory agencies.<br><br>c. Examine the roles and functions of agencies that protect groundwater from contamination.<br><br>d. Describe the role of the Federal Environmental Protection Agency. | Oral and/or written responses. |

## SAFE ENVIRONMENT AND INJURY PREVENTION

**LEVEL:** K-3

| ESSENTIAL SKILLS                                                       | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                   | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                        | Students will:                                                                                                                                                                                                                                                                                                                                   |                                |
| 1. Students will understand types of injuries and their causes.        | 1.a. Describe the difference between intentional and unintentional injury.<br>b. Discuss danger of "horse play" and taking dares.<br>c. List safety rules e.g., bicycle, pedestrian and safety belt.                                                                                                                                             | Oral and/or written responses. |
| 2. Students will understand that hazards exist which may cause injury. | 2.a. Identify and describe hazards found in home, school and community.<br>b. Describe how the unsafe use of toys and other items may lead to injury.<br>c. Discuss the difference between hazardous environmental conditions and hazardous behavior.<br>d. Describe the strategies for dealing with people who do not show respect for privacy. |                                |

## SAFE ENVIRONMENT AND INJURY PREVENTION

LEVEL: K-3

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

3. Students will understand when and how to seek emergency assistance and shelter.

- 3.a. Identify emergency situations and where to get help.  
b. List vital information to be given in emergency situations.  
c. Demonstrate calling for assistance.

Oral and/or written responses.

4. Students will understand basic first aid procedures for minor injuries.

- 4.a. Demonstrate what to do for minor burns, wounds, abrasions, and insect bites.

**LEVEL:** 4-6

## SAFE ENVIRONMENT AND INJURY PREVENTION

| ESSENTIAL SKILLS                                                                                             | KEY INDICATORS                                                                                                                                                                                                                                            | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                              | Students will:                                                                                                                                                                                                                                            |                                |
| 1. Students will understand types of injuries and their causes.                                              | 1.a. Analyze the leading types and causes of injury by age group.<br><br>b. Describe relationships between injury and reckless, careless, or risk-taking behavior.                                                                                        | Oral and/or written responses. |
| 2. Students will understand that hazards exist in their environment which may result in injury.              | 2.a. Recognize potential dangers of fire, home, school, water, traffic, etc.                                                                                                                                                                              |                                |
| 3. Students will understand human and environmental factors related to preventing injury and personal abuse. | 3.a. Discuss what people do that causes injury and describe prevention strategies.<br><br>b. Discuss environmentally caused injuries and prevention strategies.<br><br>c. Identify personal safety strategies for dealing with physical and sexual abuse. |                                |

## SAFE ENVIRONMENT AND INJURY PREVENTION

**LEVEL:** 4-6

| ESSENTIAL SKILLS                                                                                                                      | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                           | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                       | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                           |                                |
| 4. Students will understand basic first aid procedures and appropriate response to common emergencies in home, school, and community. | <p>4.a. Explain symptoms of and appropriate response to someone who is choking.</p> <p>b. Demonstrate first aid for bleeding, resuscitation, shock, poisoning, burns, unconsciousness, and fractures.</p> <p>c. Discuss when minor injuries may require additional attention from responsible adults.</p> <p>d. List symptoms for major health problems such as heart attack and stroke and demonstrate proper reporting procedures.</p> | Oral and/or written responses. |

## SAFE ENVIRONMENT AND INJURY PREVENTION

**LEVEL:** 7-8

| ESSENTIAL SKILLS                                                                              | KEY INDICATORS                                                                           | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                |                                                                                          |                                |
| 1. Students will understand types of injuries and their causes.                               | 1.a. Examine the common causes and prevention of intentional and unintentional injuries. | Oral and/or written responses. |
| 2. Students will understand the impact of physical and emotional factors on safety.           | 2.a. Explain how physical fitness reduces the chance of injury.                          |                                |
|                                                                                               | b. Identify and discuss physical impairments that may increase the risk of injury.       |                                |
|                                                                                               | c. Describe how emotional well-being reduces the chance of injury.                       |                                |
| 3. Students will recognize the causes and prevention of emotional, physical and sexual abuse. | 3.a. Define emotional, physical and sexual abuse.                                        |                                |
|                                                                                               | b. Examine causes of the different types of abuse.                                       |                                |
|                                                                                               | c. Identify strategies for preventing abuse.                                             |                                |
|                                                                                               | d. Discuss where and how to obtain help to prevent abuse.                                |                                |

## SAFE ENVIRONMENT AND INJURY PREVENTION

**LEVEL:** 7-8

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

4. Students will understand emergency preparedness, emergency resources and basic first aid.

- 4.a. Identify the agencies and emergency services related to safety available in the community.
- b. Explain first aid needed for alcohol or other drug overdose.

Oral and/or written responses.

LEVEL:

9-12

## SAFE ENVIRONMENT AND INJURY PREVENTION

| ESSENTIAL SKILLS                                                                     | KEY INDICATORS                                                                                                                                                                                                   | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                      | Students will:                                                                                                                                                                                                   |                                |
| 1. Students will understand the social causes for behavior that results in injuries. | 1.a. Describe responsible and safe behavior in high risk situations such as driving, sports and some recreational activities.<br><br>b. Analyze the relationship between peer pressure and risk-taking behavior. | Oral and/or written responses. |
| 2. Students will understand environmental survival issues.                           | 2.a. Describe self-protection in various social/communal environments.<br><br>b. Develop strategies for surviving in adverse environmental situations such as extreme weather, etc.                              |                                |
| 3. Students will understand advanced first aid procedures.                           | 3.a. Explain symptoms of, and basic first aid procedures for, unconsciousness, shock, and fractures.<br><br>b. Demonstrate correct CPR procedures.                                                               |                                |

## SAFE ENVIRONMENT AND INJURY PREVENTION

**LEVEL:** 9-12

| ESSENTIAL SKILLS                                                                                                                              | KEY INDICATORS                                                                                                                                                                                                                       | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                               | Students will:                                                                                                                                                                                                                       |                                |
| 4. Students will understand the role of legislation, policies, and agencies/organizations related to injury and physical and emotional abuse. | 4.a. Explain purpose of safety related agencies e.g., OSHA, Red Cross, etc.<br><br>b. Explain the role and function of agencies which provide services related to abuse.<br><br>c. Review legislation that relates to safety issues. | Oral and/or written responses. |

**LEVEL:** K-3

## SUBSTANCE ABUSE PREVENTION

| ESSENTIAL SKILLS                                                              | KEY INDICATORS                                                                                                                                                                                                                                                                                     | SUGGESTED EVALUATION          |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Students will:                                                                |                                                                                                                                                                                                                                                                                                    |                               |
| 1. Students will understand factors important to the prevention of poisoning. | 1.a. Identify warning labels on medications and household substances.<br><br>b. Name substances found in their environment which may make them sick if handled, ingested or inhaled.                                                                                                               | Oral and/or written response. |
| 2. Students will understand the uses of drugs and medicine.                   | 2.a. Define the term "drug."<br><br>b. Define the term "medicine."<br><br>c. State the difference between prescription and nonprescription medication.<br><br>d. Explain the conditions under which medication is appropriately taken.<br><br>e. Classify nicotine, caffeine and alcohol as drugs. |                               |

**LEVEL:** K-3 (Continued)

**SUBSTANCE ABUSE PREVENTION**

| ESSENTIAL SKILLS                                                                   | KEY INDICATORS                                                                               | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------|
| <hr/>                                                                              |                                                                                              |                                |
| Students will:                                                                     |                                                                                              |                                |
| 3. Students will know the consequences of inappropriate use of drugs and medicine. | 3.a. Explain how the misuse of alcohol and other drugs can be harmful and can make them ill. | Oral and/or written responses. |
|                                                                                    | b. Examine the health hazards of tobacco use.                                                |                                |
|                                                                                    | c. Explain how the use of alcohol and other drugs contribute to accidents and injuries.      |                                |
|                                                                                    | d. Define conditions under which drug use is illegal.                                        |                                |

**LEVEL:** 4-6

## SUBSTANCE ABUSE PREVENTION

| ESSENTIAL SKILLS                                                                                   | KEY INDICATORS                                                                                                                                                                                                                                                                                                          | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                    | Students will:                                                                                                                                                                                                                                                                                                          |                                |
| 1. Students will understand the effects of "gateway" drugs on the body.                            | 1.a. Examine the physiological effects, including illnesses and other harmful effects, of the following:<br><br>i) tobacco,<br><br>ii) alcohol, and<br><br>iii) marijuana.                                                                                                                                              | Oral and/or written responses. |
| 2. Students will understand the psychological and social forces that may lead people to use drugs. | 2.a. Identify ways in which emotional needs influence personal choices.<br><br>b. Examine the influence of role models and the peer group in decisions about drugs.<br><br>c. Examine the roles of media and advertising as they relate to societal attitudes and to the individual's decision to use or not use drugs. |                                |

**LEVEL:** 4-6 (Continued)

## SUBSTANCE ABUSE PREVENTION

| ESSENTIAL SKILLS                                                                                              | KEY INDICATORS                                                                                                                                                                                                                                            | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                               | Students will:                                                                                                                                                                                                                                            |                                |
| 3. Students will understand how to recognize and withstand pressure to use drugs.                             | 3.a. Demonstrate the ability to assert themselves using refusal techniques.<br><br>b. Propose positive and healthy alternatives to alcohol and other drug use.<br><br>c. Give examples of ways in which peers can help one another avoid substance abuse. | Oral and/or written responses. |
| 4. Students will understand there are various societal policies governing the use of legal and illegal drugs. | 4.a. Cite examples of state and federal laws related to the use of legal and illegal drugs.<br><br>b. Cite their school or school district policies related to the use of alcohol and other drugs.                                                        |                                |

**LEVEL:** 7-8

## SUBSTANCE ABUSE PREVENTION

| ESSENTIAL SKILLS                                                                                         | KEY INDICATORS                                                                                                                                                                                                                            | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                          | Students will:                                                                                                                                                                                                                            |                                |
| 1. Students will understand factors that may influence an individual's decision to use or not use drugs. | 1.a. Examine the characteristics of compulsive/addictive behaviors.<br><br>b. Analyze factors which might encourage/discourage an individual to use/abuse drugs.<br><br>c. Explain "denial" and how it operates.                          | Oral and/or written responses. |
| 2. Students will understand factors which influence their attitudes about drugs/alcohol.                 | 2.a. Examine the life-style, social, physical and attitudinal effects of the use of legal/illegal drugs.<br><br>b. Analyze the effects of stress as it relates to decision making, specifically with relationship to substance use/abuse. |                                |

## SUBSTANCE ABUSE PREVENTION

**LEVEL:** 7-8 (Continued)

| ESSENTIAL SKILLS                                                                                                          | KEY INDICATORS                                                                           | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                           | Students will:                                                                           |                                |
| 3. Students will understand how strategies for dealing with peer pressure will assist them.                               | 3.a. Develop and demonstrate application of strategies to resist negative peer pressure. | Oral and/or written responses. |
| 4. Students will know sources of information and assistance in dealing with personal, family or peer drug/alcohol issues. | 4.a. Cite examples of local resources.                                                   |                                |
|                                                                                                                           | b. Cite examples of when to contact assistance.                                          |                                |
| 5. Students will understand the relationship of communicable disease and drug usage.                                      | 5.a. Examine ways in which communicable disease is related to drug use.                  |                                |
|                                                                                                                           | b. Identify methods of prevention and treatment.                                         |                                |
| 6. Students will understand the effects of drug use on the unborn child.                                                  | 6.a. Classify nicotine, caffeine, and alcohol as drugs.                                  |                                |
|                                                                                                                           | b. Examine the effects and consequences of drug use on the unborn child.                 |                                |
|                                                                                                                           | c. Identify what treatments, if any, are available for the child, before or after birth. |                                |

**LEVEL:** 7-8 (Continued)

**SUBSTANCE ABUSE PREVENTION**

| ESSENTIAL SKILLS                                                                                                                                               | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                       | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                                                | Students will:                                                                                                                                                                                                                                                                                                                                       |                                |
| 7. Students will understand the impact of drug use/abuse upon society.                                                                                         | 7.a. Analyze the effects of drug use/abuse in our society upon the following:<br><br>i) quality of life,<br><br>ii) economics, education, social services, medicine, welfare, social security, taxes, etc.,<br><br>iii) the legal system (laws and their enforcement), and<br><br>iv) the effectiveness of the United States in the world community. | Oral and/or written responses. |
| 8. Students will understand school district policies and state and federal laws pertaining to the use, possession and distribution of alcohol and other drugs. | 8.a. Cite examples of policies and laws.<br><br>b. Explain the consequences of violating such policies and laws.                                                                                                                                                                                                                                     |                                |

## SUBSTANCE ABUSE PREVENTION

LEVEL: 9-12

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

- I. Students will understand the physiological effects of drug usage.

- I.a. Describe major physiological effects of different classes of drugs such as the following:

- i) depressants,
- ii) stimulants,
- iii) hallucinogens, and
- iv) inhalants.

- b. Cite effects of drug usage on the unborn child at various stages of development.
- c. Examine specific communicable diseases which may be transmitted by substance abuse behaviors.
- d. Define chemical dependency as a disease.
- e. Examine the stages leading to chemical dependency.

Oral and/or written responses.

**LEVEL:** 9-12 (Continued)

## SUBSTANCE ABUSE PREVENTION

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

2. Students will understand the psycho-social factors which may influence an individual's decision to use or not use drugs.

- 2.a. Evaluate the role of peers, role models and media in influencing an individual's choices relative to drug usage.
- b. Examine strategies for dealing with stressors.
- c. Examine how skills such as problem solving and goal setting may act as a deterrent to drug usage.

Oral and/or written responses.

3. Students will understand the dynamics of a chemically dependent family system.

- 3.a. Describe codependency as a primary dysfunctional behavior which requires intervention and support.
- b. Examine the types of roles assumed by members of a chemically dependent family system.
- c. Analyze how roles assumed by family members may be detrimental to the chemically dependent person.

**LEVEL:** 9-12 (Continued)

**SUBSTANCE ABUSE PREVENTION**

| ESSENTIAL SKILLS                                                          | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |
| 4. Students will know the issues and impact of drug abuse in our society. | <p>4.a. Analyze the economic impact of substance abuse on national health care costs.</p> <p>b. Examine major ways in which the criminal justice system has been affected by drug abuse.</p> <p>c. Examine ways in which the economy is affected by loss of worker productivity related to drug abuse.</p> <p>d. Discuss safety issues related to drug abuse in the work place.</p> <p>e. Analyze the relationship among an individual's abuse of substances, the impact on the family system and the impact on society.</p> | Oral and/or written responses. |

## NUTRITION

**LEVEL:** K-3

| ESSENTIAL SKILLS                                                                                        | KEY INDICATORS                                                                                                | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                          |                                                                                                               |                                |
| 1. Students will understand that the body needs food and water for energy, growth and body maintenance. | 1. Describe outcomes of excesses and deficiencies in diet.                                                    | Oral and/or written responses. |
| 2. Students will know the basic food groups and the major function of each.                             | 2.a. Recite the names of food groups.                                                                         |                                |
|                                                                                                         | b. Categorize foods into food groupings of milk, meat, fruit/vegetable and grain.                             |                                |
|                                                                                                         | c. Identify the major function of each food group.                                                            |                                |
| 3. Students will understand the need to eat a variety of foods.                                         | 3.a. Recognize that no one food contains all the essential nutrients needed for health and life.              | Oral and/or written responses. |
|                                                                                                         | b. Describe a diet that includes foods from all basic groups as well as a variety of foods within the groups. |                                |
| 4. Students will understand safe food handling.                                                         | 4.a. State the importance of safe food storage and of cleanliness in handling food.                           |                                |
|                                                                                                         |                                                                                                               |                                |

**LEVEL:** 4-6

## NUTRITION

| ESSENTIAL SKILLS                                                                                   | KEY INDICATORS                                                                                                    | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                    | Students will:                                                                                                    |                                |
| 1. Students will understand how food choices should be made to achieve a balanced nutrient intake. | 1.a. State the minimum recommended number of servings from each food group for various age categories.            | Oral and/or written responses. |
| 2. Students will know that individual food choices are influenced by multiple factors.             | 2.a. Describe the physical attributes, e.g., taste, smell and texture that influence food choices.                |                                |
|                                                                                                    | b. Evaluate the influence of media and peers on food choices.                                                     |                                |
|                                                                                                    | c. Compare own family food choices with choices made by other families including families of other ethnic groups. |                                |
|                                                                                                    | d. State the economic and environmental factors that influence food choices and availability.                     |                                |
| 3. Students will know the basic nutrients and their functions.                                     | 3.a. List the three nutrients in food that provide the human body with energy (CHO, protein, fat).                |                                |

## NUTRITION

**LEVEL:** 4-6

| ESSENTIAL SKILLS                                                                   | KEY INDICATORS                                                                                | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                    | Students will:                                                                                |                                |
| 3. (Continued)                                                                     | 3.b. Describe functions of other key nutrients.                                               | Oral and/or written responses. |
| 4. Students will know safe methods of food preparation and storage.                | 4.a. Describe the relationship of temperature, storage methods and sanitation to food safety. |                                |
| 5. Students will understand that eating behavior is affected by emotional factors. | 5.a. State how feelings may lead to abuses of food.                                           |                                |

## NUTRITION

**LEVEL:** 7-8

| ESSENTIAL SKILLS                                                                                                                        | KEY INDICATORS                                                                                                                                                                                                                                                                                        | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                                          |                                                                                                                                                                                                                                                                                                       |                                |
| 1. Students will understand how basic nutrients are utilized by the body.                                                               | 1.a. Describe the process of human digestion.<br><br>b. Describe how nutrients are released, absorbed, utilized and excreted by the body.<br><br>c. Classify dietary nutrients as to their function in producing energy, in growth or in the maintenance/repair of body tissue.                       | Oral and/or written responses. |
| 2. Students will understand the relationship of a balanced diet and essential nutrients to appropriate weight, appearance and wellness. | 2.a. Describe how excesses or deficiencies of nutrients impact on health and disease.<br><br>b. Describe the relationship between food consumption patterns and dietary-related health problems (diabetes, obesity, some cancers, osteoporosis, anemia, dental caries, cardiovascular disease, etc.). |                                |

## NUTRITION

**LEVEL:** 7-8

| ESSENTIAL SKILLS                                                          | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                   | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                           | Students will:                                                                                                                                                                                                                                                                                                                                                                                   |                                |
| 2. (Continued)                                                            | 2.c. Describe the proper food/nutrient adjustments required due to physical exertion, sports/fitness training, etc.                                                                                                                                                                                                                                                                              | Oral and/or written responses. |
| 3. Students will understand safe methods of food preparation and storage. | 3.a. Identify factors that may result in food contamination.<br><br>b. Describe the responsibilities/ roles of the U. S. Food and Drug Administration, Department of Agriculture and state and local health inspectors in protecting the food supply.<br><br>c. Identify the most common errors made which result in food borne infections (person to food, equipment to food and food to food). |                                |
| 4. Students will understand basic eating disorders.                       | 4.a. List those behaviors which are characteristically associated with anorexia and bulimia.<br><br>b. Describe the psychosocial nature of eating disorders.                                                                                                                                                                                                                                     | 61                             |

**LEVEL:** 7-8

## NUTRITION

| ESSENTIAL SKILLS                                                                             | KEY INDICATORS                                                                                                           | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                              | Students will:                                                                                                           |                                |
| 4. (Continued)                                                                               | 4.c. Examine the harmful effects of eating disorders.                                                                    | Oral and/or written responses. |
|                                                                                              | d. Distinguish between a fad diet and a well-balanced diet.                                                              |                                |
| 5. Students will understand that individual food choices are influenced by multiple factors. | 5.a. Analyze the influence of advertising, peer pressure and food fads on proper diet, food selection and eating habits. |                                |

**LEVEL:** 9-12

## NUTRITION

| ESSENTIAL SKILLS                                                                                                                                   | KEY INDICATORS                                                                                                                                                                                                                                                        | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                                                     |                                                                                                                                                                                                                                                                       |                                |
| 1. Students will understand that consumer selection of foods should be based on knowledge of nutrients, balanced diets, food labeling, and safety. | 1.a. Compare food labeling required by regulation and labeling used in advertising.<br><br>b. Distinguish among food additives which preserve food, retard bacterial growth, improve nutrient density and appeal to consumers.                                        | Oral and/or written responses. |
| 2. Students will understand that nutrient needs vary according to age, development, activity level and body type.                                  | 2.a. Evaluate and compare RDA's for different age groups, gender, activity levels and growth.<br><br>b. Identify appropriate food selection based upon individual dietary needs e.g., children versus elderly, breast feeding vs. bottle feeding and male vs. female. |                                |
| 3. Students will understand proper food selection, preparation and handling for self and others.                                                   | 3.a. Describe methods of food preparation and handling that prevent food borne illness.                                                                                                                                                                               |                                |

## NUTRITION

LEVEL: 9-12

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

4. Students will understand that production of food and conservation of food related resources are critical for the survival of the world population.

- 4.a. Evaluate the problems of malnutrition in relation to population distribution, and usage, economics, food consumption and politics.
- b. Identify local/regional resources for the hungry and/or malnourished.

Oral and/or written responses.

## GROWTH AND DEVELOPMENT

LEVEL: K-3

| ESSENTIAL SKILLS                                                                | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                 | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |
| I. Students will know the major factors which influence growth and development. | I.a. Recognize that certain characteristics and traits are inherited.<br><br>b. Compare and match physical characteristics of themselves and other family members. Discuss possible explanations for these similarities and differences.<br><br>c. Demonstrate knowledge that the quality of care a child receives influences growth and development e.g., love and family support, nutrition and recreation and exercise.<br><br>d. List common elements that are needed in all environments to produce healthy individuals. | Oral and/or written responses. |

**LEVEL:** K-3 (Continued)

**GROWTH AND DEVELOPMENT**

| ESSENTIAL SKILLS                                                                                             | KEY INDICATORS                                                                                                                                                                                                                                                                                | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                               |                                                                                                                                                                                                                                                                                               |                                |
| 2. Students will understand that they grow differently to become unique individuals.                         | 2.a. Demonstrate awareness that sequential growth and development are unique to each child.<br><br>b. List indicators of growth of body or mind e.g., height, weight, fears, preferences and talents.                                                                                         | Oral and/or written responses. |
| 3. Students will understand that life begins and progresses through various stages from conception to death. | 3.a. Demonstrate awareness that all living things come from living things; that species reproduce their own kind:<br><br>i) live births (monkeys, dogs, humans),<br><br>ii) eggs—hatching (ducks, turtles, fish),<br><br>iii) marsupials (kangaroos), and<br><br>iv) plants of various kinds. |                                |

## GROWTH AND DEVELOPMENT

LEVEL: K-3 (Continued)

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

3. (Continued)

- 3.b. Demonstrate knowledge that all living things age and eventually die.
- c. Demonstrate an awareness of the strengths and challenges of various life stages e.g., childhood, teenager, adult and senior citizen.

Oral and/or written responses.

## GROWTH AND DEVELOPMENT

**LEVEL:** 4-6

| ESSENTIAL SKILLS                                                                | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                |
| 1. Students will know the major factors which influence growth and development. | <ul style="list-style-type: none"><li>1.a. Demonstrate knowledge that genetic make-up influences individual characteristics.</li><li>b. Demonstrate the occurrence of dominant and recessive traits through genetic charting.</li><li>c. Demonstrate awareness of the impact of personal behavior upon the individual's physical, social and psychological growth and development e.g., adequate nutrition, recreation and fitness, eating disorders, and alcohol and other drug use.</li></ul> | Oral and/or written responses. |

**LEVEL:** 4-6 (Continued)

## GROWTH AND DEVELOPMENT

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

2. Students will understand that they grow differently to become unique individuals. (It is important to provide reassurance that each student will progress to maturity at varying rates and that each student deserves respect.)

- 2.a. Demonstrate awareness that sequential physical, emotional and social growth and development are unique to each student.
- b. Demonstrate awareness that there are variations among an individual's physical, emotional and social growth rates which are quite evident in the adolescent.

Oral and/or written responses.

3. Students will understand that life begins and progresses through various stages from conception to death.

- 3.a. Recognize that puberty is the major biological event of adolescence.
- b. Describe the physical changes that take place in the body during puberty and the need to promote respect for self and others.

LEVEL: 4-6 (Continued)

GROWTH AND DEVELOPMENT

ESSENTIAL SKILLS

KEY INDICATORS

SUGGESTED EVALUATION

Students will:

3. (Continued)

- 3.c. Examine the common emotional characteristics which may apply to the typical adolescent e.g., mood swings, link to peer values and attraction to opposite sex.
- d. Recognize that the individual's relationship with the family generally moves from dependence to interdependence to independence (and possibly to interdependence and dependence again).
- e. Analyze the relationship between the levels of independence and responsibilities throughout a person's life.

Oral and/or written responses.

LEVEL: 7-8

## GROWTH AND DEVELOPMENT

| ESSENTIAL SKILLS                                                                | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |
| 1. Students will know the major factors which influence growth and development. | <p>1.a. Examine factors which influence growth and development e.g., genetics, environment and personal behavior and life-style.</p> <p>b. Analyze the influence of genetics on individual characteristics.</p> <p>c. Demonstrate awareness of the impact of personal behavior upon the individual's physical, social and psychological growth and development e.g., adequate nutrition, recreation and fitness, eating disorders and alcohol and other drug use.</p> | Oral and/or written responses. |

**LEVEL:** 7-8 (Continued)

## GROWTH AND DEVELOPMENT

---

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

1. (Continued)

1.d. Recognize that the growth and development of a baby in utero may be influenced by the mother's age, nutritional and psychological status, exposure to drugs, chemicals, radiation, noise and infection.

Oral and/or written responses.

2. Students will understand that they grow differently to become unique individuals. (It is important to provide reassurance that each student will progress to maturity at varying rates and that each student deserves respect.)

2.a. Demonstrate awareness that sequential physical, emotional and social growth and development are unique to each person.

b. Demonstrate that there are variations among an individual's physical, emotional and social growth rates which are quite evident in the adolescent.

**LEVEL:** 7-8 (Continued)

## GROWTH AND DEVELOPMENT

| ESSENTIAL SKILLS                                                                                             | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |
| 3. Students will understand that life begins and progresses through various stages from conception to death. | <p>3.a. Describe the physical changes that take place in the body during puberty and the need to promote respect for self and others.</p> <p>b. Examine the common emotional characteristics which apply to the typical adolescent e.g., mood swings, link to peer values and attraction to opposite sex.</p> <p>c. Recognize the stresses and frustrations facing adolescents as they grow and develop and appropriate and inappropriate ways to deal with them.</p> | Oral and/or written responses. |

**LEVEL:** 7-8 (Continued)

**GROWTH AND DEVELOPMENT**

**ESSENTIAL SKILLS**

**KEY INDICATORS**

**SUGGESTED EVALUATION**

Students will:

3. (Continued)

- 3.d. Recognize that the individual's relationship with the family generally moves from dependence to interdependence to independence (and possibly to interdependence and dependence again).
- e. Describe roles parents play at different stages of their child's development.
- f. Analyze ways in which aging and death fit into the cycle of growth and development.
- g. Examine ways of coping with the death of a relative or loved one, and appropriate outlets for grief.

Oral and/or written responses.

## GROWTH AND DEVELOPMENT

LEVEL: 9-12

| ESSENTIAL SKILLS                                                                | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                      | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                 | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |
| I. Students will know the major factors which influence growth and development. | I.a. Analyze the influence of genetics on individual characteristics.<br><br>b. Demonstrate awareness of the impact of personal behavior upon the individuals physical, social, spiritual and psychological growth and development e.g., adequate nutrition, recreation and fitness, eating disorders and alcohol and other drug use.<br><br>c. Analyze teenage death statistics in terms of relative preventability e.g., homicide, suicide, accident and illness. | Oral and/or written responses. |

**LEVEL:** 9-12 (Continued)

## GROWTH AND DEVELOPMENT

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

1. (Continued)

1.d. Analyze:

Oral and/or written responses.

i) causes for student suicide,

ii) alternatives available  
when faced with high  
stress situations, and

iii) finality of death.

e. Examine ways that pregnancy/  
parenthood can alter a teen's  
physical, social, emotional and  
psychological development.

2. Students will understand that  
they grow differently to be-  
come unique individuals (It is  
important to provide reassur-  
ance that each student will  
progress to maturity at  
varying rates and that each  
student deserves respect).

2.a. Demonstrate awareness that  
sequential physical, emotional  
and social growth and  
development are unique to  
each person.

b. Demonstrate that there are  
variations among an  
individual's physical,  
emotional and social growth  
rates which are quite evident  
in the adolescent.

## GROWTH AND DEVELOPMENT

**LEVEL:** 9-12 (Continued)

| ESSENTIAL SKILLS                                                                                             | KEY INDICATORS                                                                                                                                                                                                                                                                                                          | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                              | Students will:                                                                                                                                                                                                                                                                                                          |                                |
| 2. (Continued)                                                                                               | <p>2.c. Analyze the relationship between maturity and the accurate assessment of situations which put themselves or others at risk.</p> <p>d. Explore positive personality characteristics and ways to develop them in their lives.</p>                                                                                 | Oral and/or written responses. |
| 3. Students will understand that life begins and progresses through various stages from conception to death. | <p>3.a. Examine the interrelationship of the emotional, social and psychological realities that accompany the physical changes occurring throughout life's cycle.</p> <p>b. Recognize the stresses and frustrations facing individuals as they mature and the appropriate and inappropriate ways to deal with them.</p> |                                |

**LEVEL:** 9-12 (Continued)

## GROWTH AND DEVELOPMENT

| ESSENTIAL SKILLS | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SUGGESTED EVALUATION           |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                  | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                |
| 3. (Continued)   | <p>3.c. Assess how an individual's relationship with the family generally moves from dependence to interdependence to independence (and possibly to interdependence and dependence again).</p> <p>d. Describe roles parents play at different stages of their child's development.</p> <p>e. Analyze the ways in which aging and death fit into the cycle of growth and development.</p> <p>f. Explore various ways in which American families accommodate and care for their elderly.</p> <p>g. Examine ways of coping with the death of a relative or loved one, and appropriate outlets for grief.</p> | Oral and/or written responses. |

## AMENDMENT FOR COMPREHENSIVE HEALTH ESSENTIAL SKILLS DOCUMENT

The implementation of the section entitled Human Sexuality shall conform to the requirements as set forth in R7-2-303, as stated below.

### R7-2-303. Sex education

A. Instruction in sex education in the public schools of Arizona shall be offered only in conformity with the following requirements:

1. Common Schools: Nature of instruction; approval; format

a. Supplemental/elective nature of instruction. The common schools of Arizona may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study.

i. This supplement may only be taken by the student at the written request of the student's parent or guardian.

ii. Alternative elective lessons from the State-adopted optional subjects shall be provided for students who do not enroll in elective sex education.

iii. Elective sex education lessons shall not exceed the equivalent of one class period per day for one eighth of the school year for grades K-4.

iv. Elective sex education lessons shall not exceed the equivalent of one class period per day for one quarter of the school year for grades 5-8.

b. Local governing board approval. All elective sex education lessons to be offered shall first be approved by the local governing board.

i. Each local governing board contemplating the offering of elective sex education shall establish an advisory committee with membership representative of district size and the racial and ethnic composition of the community to assist in the development of lessons and advise the local governing board on an ongoing basis.

ii. The local governing board shall review the total instructional materials for lessons presented for approval.

iii. The local governing board shall publicize and hold at least two public hearings for the purpose of receiving public input at least one week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval.

iv. The local governing board shall maintain for viewing by the public the total instructional materials to be used in approved elective sex education lessons within the district.

c. Format of instruction.

i. Lessons shall be taught to boys and girls separately.

ii. Lessons shall be ungraded, require no homework, and any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.

iii. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.

2. High Schools: Course offering; approval; format

a. A course in sex education may be provided in the high schools of Arizona.

b. The local governing board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.

c. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.

d. Local governing boards shall maintain for viewing by the public the total instructional materials to be used in all sex education courses to be offered in high schools within the district.

3. Content of Instruction: Common Schools and High Schools

a. All sex education materials and instruction shall be age appropriate, recognize the needs of exceptional students, meet the needs of the district, recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:

i. Emphasis upon the power of individuals to control their own personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations such as respect for self and others; and

ii. Instruction on how to say no to unwanted sexual advances and to resist negative peer pressure. Pupils shall be taught that it is wrong to take advantage of, or to exploit, another person.

b. All sex education materials and instruction which discuss sexual intercourse shall:

i. Stress that pupils should abstain from sexual intercourse until they are mature adults;

ii. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is 100 percent effective;

iii. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem;

iv. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy;

v. Promote honor and respect for monogamous heterosexual marriage; and

vi. Advise pupils of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

B. Certification of Compliance. All districts offering a local governing board-approved sex education course or lesson shall certify, under the notarized signature of both the President of the local governing board and the chief administrator of the school district, compliance with this rule except as specified in paragraph C. Acknowledgment of receipt of the compliance certification from the State Board of Education is required as a prerequisite to the initiation of instruction. Certification of Compliance shall be in a format and with such particulars as shall be specified by the Department of Education.

C. All districts offering State Board approved sex education lessons or courses prior to the effective date of this rule shall comply with this rule on or before June 30, 1990.

## HUMAN SEXUALITY

LEVEL: K-3

| ESSENTIAL SKILLS                                                                                                    | KEY INDICATORS                                                                                                                                                                                                                                                                                                     | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                |
| 1. Students will understand the physical, social and cultural factors that influence sexual attitudes and behavior. | 1.a. Recognize that there are basic physical differences in adult males and adult females (stature, growth of hair, muscles, breasts, child bearing).<br><br>b. Demonstrate awareness that limitations and expectations should not be based on gender e.g., playground activities, home responsibilities, careers. | Oral and/or written responses. |
| 2. Students will understand responsibilities to self and others, associated with sexuality.                         | 2.a. Recognize that there are body areas which deserve privacy.<br><br>b. Recognize the value of self-discipline in interacting with others e.g., listening to others, being quiet and taking turns.                                                                                                               |                                |

## HUMAN SEXUALITY

**LEVEL:** K-3 (Continued)

| ESSENTIAL SKILLS                                                                                       | KEY INDICATORS                                                                                                                                                                                  | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                        | Students will:                                                                                                                                                                                  |                                |
| 2. (Continued)                                                                                         | 2.c. Compare the results of teasing, losing tempers, etc. vs. keeping tempers, showing respect, etc.                                                                                            | Oral and/or written responses. |
| 3. Students will understand that a baby develops through various stages from conception through birth. | 3.a. Recognize that a baby develops in the uterus and receives nourishment from its mother's body.<br><br>b. Demonstrate awareness of sequential fetal development.                             |                                |
| 4. Students will understand the importance of prenatal care.                                           | 4.a. Recognize the responsibility of the mother to promote good health for herself and baby before, during and after pregnancy.<br><br>b. Recognize that prenatal care includes medical visits. |                                |

## HUMAN SEXUALITY

**LEVEL:** 4-6

| ESSENTIAL SKILLS                                                                                                                                 | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                             | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                |
| 1. Students will understand that their sexuality involves self-concept, reproduction, growth and development, relationships, and overall health. | 1.a. Recognize attitudes, beliefs and feelings about self and others that relate to their sexuality.<br><br>b. Characterize how their behavior is influenced by their attitudes, beliefs and feelings about sexuality.                                                                                                                                                                                                                                     | Oral and/or written responses. |
| 2. Students will understand the physical, social and cultural factors that influence sexual attitudes and behavior.                              | 2.a. Identify roles in the home and community that are typically considered male or female and conclude that many roles can be done well by either.<br><br>b. Recognize that the physical changes related to puberty occur at varying rates and ages.<br><br>c. Recognize the importance of respecting self and others as the physical changes of puberty occur.<br><br>d. Identify misleading messages about human relationships from TV and other media. |                                |

LEVEL: 4-6 (Continued)

## HUMAN SEXUALITY

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

2. (Continued)

2.e. Identify and describe ways to deal with different situations that may occur during puberty e.g., changes in interpersonal, peer and family relationships and reactions of others.

Oral and/or written responses.

3. Students will understand responsibilities to self and others associated with sexuality.

3.a. Recognize the importance of self-discipline in making decisions regarding self and others.

b. Demonstrate awareness of personal behaviors that affect and reflect the student's understanding of their sexuality and how they affect others' perception of them e.g., dress, personal habits, language and hygiene.

4. Students will understand the benefits of premarital sexual abstinence.

4.a. Describe how their decisions about sexuality can affect long-term personal goals.

LEVEL: 4-6 (Continued)

## HUMAN SEXUALITY

| ESSENTIAL SKILLS                                            | KEY INDICATORS                                                                                                                                                                                                                                                                                       | SUGGESTED EVALUATION |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|                                                             | Students will:                                                                                                                                                                                                                                                                                       |                      |
| 4. (Continued)                                              | 4.b. Examine problems associated with: <ul style="list-style-type: none"><li>i) being sexually active prior to marriage,</li><li>ii) school age pregnancy, and</li><li>iii) sexually transmitted diseases.</li></ul>                                                                                 |                      |
| 5. Students will understand the human reproductive process. | 5.a. Identify male and female reproductive organs and understand the location and basic function of each (to include menstrual cycle).<br><br>b. Recognize how conception takes place.<br><br>c. Describe the physiology of pregnancy, physical changes in the mother's body and growth of the baby. |                      |

**LEVEL:** 4-6 (Continued)

## HUMAN SEXUALITY

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

5. (Continued)

5.d. Discuss the responsibility of the mother to promote good health for herself and baby before, during, and after pregnancy, and that obtaining prenatal care is important in the process.

Oral and/or written responses.

6. Students will understand that individuals have the ability and responsibility to control their sexual behavior.

6.a. Recognize that having sexual thoughts, feelings, desires and physiological responses is a healthy normal part of living and growing for males and females.

b. Describe how external factors such as movies/videos, TV, advertisements, music and literature/books affect sexual attitudes and behaviors.

7. Students will understand what is included in family planning.

7.a. Describe the major factors to consider in family planning e.g., personal goal setting, number of children desired, importance of timing of pregnancy, identification of enabling resources and parenting education.

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## HUMAN SEXUALITY

LEVEL: 4-6 (Continued)

| ESSENTIAL SKILLS                                                                                              | KEY INDICATORS                                                                                                                                                                                                                                                                                   | SUGGESTED EVALUATION           |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                               | Students will:                                                                                                                                                                                                                                                                                   |                                |
| 7. (Continued)                                                                                                | <p>7.b. Recognize the responsibilities parents have for their children e.g., clothing, food, shelter, nurturing, protection and guidance.</p> <p>c. List decisions which they make now that will protect their ability to have and provide for a family e.g., health, career, and education.</p> | Oral and/or written responses. |
| 8. Students will know the various sexually transmitted diseases and their personal and societal consequences. | 8.a. Define communicable disease and recognize the various modes of transmission and prevention.                                                                                                                                                                                                 |                                |

**LEVEL:** 4-6 (Continued)

## HUMAN SEXUALITY

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

8. (Continued)

- 8.b. Identify the various sexually transmitted diseases e.g., chlamydia, syphilis, gonorrhea, Human Immunodeficiency Virus (HIV/AIDS), genital warts - Human Papilloma Virus (HPV) and genital herpes.
- c. Explain that the most effective way of protecting themselves from contracting any of the sexually transmitted diseases is by abstaining from sexual intercourse until marriage and then restricting intercourse to their uninfected spouse.
- d. Assess personal and societal costs related to sexually transmitted diseases.
- e. Identify community resources for diagnosis and treatment of sexually transmitted diseases.

Oral and/or written responses.

LEVEL: 7-8

## HUMAN SEXUALITY

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

1. Students will understand that human sexuality involves self concept, reproduction, growth and development, relationships, and overall health.

- 1.a. Recognize that people have attitudes, beliefs and feelings about self and others that relate to their sexuality.

- b. Characterize how behavior is influenced by attitudes, beliefs and feelings about sexuality.

2. Students will understand physical, social and cultural factors that influence sexual attitudes and behaviors.

- 2.a. Identify different stereotyped roles in society based on gender.

- b. Describe how societal and media messages can affect attitudes, behavior and decisions.

- c. Demonstrate awareness of peer pressure and its influence on personal behavior and interpersonal relationships.

Oral and/or written responses.

**LEVEL:** 7-8 (Continued)

## HUMAN SEXUALITY

| ESSENTIAL SKILLS                                                                   | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                    | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                |
| 2. (Continued)                                                                     | 2.d. Recognize the future implications of attitude and values which are developing during adolescence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Oral and/or written responses. |
| 3. Students will understand factors involved in developing positive relationships. | 3.a. Describe the importance of self-discipline in making decisions regarding self and others.<br><br>b. Demonstrate awareness of personal behaviors that affect and reflect the student's understanding of their sexuality and how they affect others' perception of them e.g., dress, personal habits, language and hygiene.<br><br>c. Conclude that it is never acceptable behavior to harm someone for your personal gain e.g., gossip, damaging reputations, physical violation and date rape.<br><br>d. Discuss double standards and conclude that boys and girls have equal responsibility in regard to sexuality. |                                |

## HUMAN SEXUALITY

**LEVEL:** 7-8 (Continued)

| ESSENTIAL SKILLS                                                                               | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |
| 3. (Continued)                                                                                 | <p>3.e. Explain that the process of forming truly intimate and rewarding personal relationships with members of the same or opposite sex occurs in stages and requires a great deal of time and effort.</p> <p>f. Recognize that people determine their own behavior even in the face of strong emotions, sexual arousal, and the need for security/affection.</p> <p>g. Demonstrate awareness of the emotional growth and benefits which occur with self-sacrifice and delayed gratification.</p> | Oral and/or written responses. |
| 4. Students will understand the benefits of premarital sexual abstinence and marital fidelity. | <p>4.a. Describe how decisions they make about their sexuality can affect long term personal goals and future sexual happiness.</p> <p>b. Recognize healthy ways to express affection, love, friendship and concern in relationships.</p>                                                                                                                                                                                                                                                          |                                |

**LEVEL:** 7-8 (Continued)

## HUMAN SEXUALITY

| ESSENTIAL SKILLS                                            | KEY INDICATORS                                                                                                                                                                                                               | SUGGESTED EVALUATION           |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                             | Students will:                                                                                                                                                                                                               |                                |
| 4. (Continued)                                              | 4.c. Recognize the benefits of abstinence from sexual intercourse or any genital activity with others.                                                                                                                       | Oral and/or written responses. |
|                                                             | d. List the benefits of intercourse and fidelity within marriage, e.g., enjoyment, fulfillment, and greater expression of intimacy, increased possibility of marital success and avoidance of sexually transmitted diseases. |                                |
| 5. Students will understand the human reproductive process. | 5.a. Identify the location and function of the reproductive organs.                                                                                                                                                          |                                |
|                                                             | b. Outline the fertility cycle including:<br>i) menstrual cycle, and<br>ii) signs of fertility i.e., mucous pattern, basal body temperature and cervical changes.                                                            |                                |
|                                                             | c. Explain the process of conception and when, in the fertility cycle, conception is most likely to occur.                                                                                                                   | 94                             |

LEVEL: 7-8 (Continued)

## HUMAN SEXUALITY

| ESSENTIAL SKILLS                                                                                                   | KEY INDICATORS                                                                                                                                                  | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                    | Students will:                                                                                                                                                  |                                |
| 5. (Continued)                                                                                                     | 5.d. State that abstinence from sexual intercourse is the most effective way to avoid conception and sexually transmitted diseases.                             | Oral and/or written responses. |
|                                                                                                                    | e. Describe the physiological and emotional changes in pregnancy and the roles of the mother and father in promoting maternal and child health.                 |                                |
| 6. Students will understand that individuals have the ability and responsibility to control their sexual behavior. | 6.a. Recognize that having sexual thoughts, feelings, desires and physiological responses is a healthy normal part of living and growing for males and females. |                                |
|                                                                                                                    | b. Describe how external factors such as movies, videos, TV, advertisements, music and literature affect sexual attitudes and behaviors.                        |                                |

LEVEL: 7-8 (Continued)

## HUMAN SEXUALITY

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

7. Students will understand what is included in family planning.

- 7.a. Describe the major factors to consider in family planning e.g., personal goal setting, number of children desired, importance of timing of pregnancy, identification of enabling resources and parenting education.
- b. Describe the responsibilities parents have for their children e.g., clothing, food, shelter, nurturing, protection, and guidance.
- c. Describe the decisions they make now that affect their ability to have and provide for a family in the future e.g., health, career, and education.

Oral and/or written responses.

**LEVEL:** 7-8 (Continued)

## HUMAN SEXUALITY

| ESSENTIAL SKILLS                                                                                                        | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | SUGGESTED EVALUATION           |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |
| 8. Students will know the various types of sexually transmitted diseases, and their personal and societal consequences. | <p>8.a. Define communicable disease and recognize the various modes of transmission and prevention.</p> <p>b. Identify the various sexually transmitted diseases e.g., chlamydia, syphilis, gonorrhea, Human Immuno-deficiency Virus (HIV/AIDS), genital warts Human Papil-loma Virus (HPV) and genital herpes.</p> <p>c. Describe that the most effective way of protecting themselves from contracting any of the sexually transmitted diseases is abstaining from sexual intercourse until marriage and then restricting intercourse to their uninfected spouse.</p> <p>d. Assess personal and societal costs related to sexually transmitted diseases.</p> | Oral and/or written responses. |

## HUMAN SEXUALITY

**LEVEL:** 7-8 (Continued)

| ESSENTIAL SKILLS | KEY INDICATORS                                                                                  | SUGGESTED EVALUATION           |
|------------------|-------------------------------------------------------------------------------------------------|--------------------------------|
|                  | Students will:                                                                                  |                                |
| 8. (Continued)   | 8.e. Identify community resources for diagnosis and treatment of sexually transmitted diseases. | Oral and/or written responses. |

LEVEL: 9-12

## HUMAN SEXUALITY

| ESSENTIAL SKILLS                                                                                                                                | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                     | SUGGESTED EVALUATION           |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                    |                                |
| 1. Students will understand that human sexuality involves self concept, reproduction, growth and development, relationships and overall health. | 1.a. Recognize that people have attitudes, beliefs and feelings about self and others that relate to their sexuality.<br><br>b. Characterize how behavior is influenced by attitudes, beliefs and feelings about sexuality.                                                                                                                                                                        | Oral and/or written responses. |
| 2. Students will understand the physical, social and cultural factors that influence sexual attitudes and behaviors.                            | 2.a. Identify stereotyping of roles in society based on gender.<br><br>b. Describe societal and media messages which can affect attitudes, behavior and decisions.<br><br>c. Analyze peer pressure and its influence on personal behavior and interpersonal relationships.<br><br>d. Evaluate the significance of personal attitudes and values which are developing during the high school years. |                                |

## HUMAN SEXUALITY

**LEVEL:** 9-12 (Continued)

| ESSENTIAL SKILLS                                                                   | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                    | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |
| 3. Students will understand factors involved in developing positive relationships. | <p>3.a. Demonstrate awareness of the importance of self-discipline in making decisions regarding self and others.</p> <p>b. Describe personal behaviors that affect and reflect the students understanding of their sexuality and how these affect others' perception of them e.g., dress, personal habits, language and hygiene.</p> <p>c. Conclude that it is never acceptable behavior to harm someone for your personal benefit e.g., gossip, damaging reputation, physical violation and date rape.</p> <p>d. Discuss double standards and conclude that boys and girls have equal responsibility in regard to sexuality.</p> | Oral and/or written responses. |

LEVEL: 9-12 (Continued)

## HUMAN SEXUALITY

| ESSENTIAL SKILLS                                                                                 | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                  | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                |
| 3. (Continued)                                                                                   | <p>3.e. Explain that the process of forming truly intimate and rewarding personal relationships with members of the same or opposite sex occurs in stages and requires a great deal of time and effort.</p> <p>f. Explain that people determine their own behavior even in the face of strong emotions, sexual arousal and the need for security/affection.</p> <p>g. Demonstrate awareness of the emotional growth and benefits which occur with self-sacrifice and delayed gratification.</p> | Oral and/or written responses. |
| 4. Students will understand the importance of premarital sexual abstinence and marital fidelity. | <p>4.a. Discuss how decisions they make about their sexuality can affect long term personal goals and future sexual happiness.</p> <p>b. Recognize healthy ways to express affection, love, friendship and concern in relationships.</p>                                                                                                                                                                                                                                                        |                                |

## HUMAN SEXUALITY

**LEVEL:** 9-12 (Continued)

| ESSENTIAL SKILLS                                            | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                   | SUGGESTED EVALUATION           |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                             | Students will:                                                                                                                                                                                                                                                                                                                                   |                                |
| 4. (Continued)                                              | <p>4.c. Recognize the benefits of abstinence from sexual intercourse or any genital activity with others.</p> <p>d. List the benefits of intercourse and fidelity within marriage e.g. enjoyment, fulfillment, and greater expression of intimacy, increased possibility of marital success, and avoidance of sexually transmitted diseases.</p> | Oral and/or written responses. |
| 5. Students will understand the human reproductive process. | 5.a. Identify the location and function of the reproductive organs.                                                                                                                                                                                                                                                                              |                                |

## HUMAN SEXUALITY

**LEVEL:** 9-12 (Continued)

| ESSENTIAL SKILLS | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SUGGESTED EVALUATION           |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                  | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |
| 5. (Continued)   | <p>5.b. Define the fertility cycle including:</p> <ul style="list-style-type: none"> <li>i) menstrual cycle,</li> <li>ii) signs of fertility i.e., mucous pattern, basal body temperature and cervical changes, and</li> <li>iii) hormones controlling fertility signs.</li> </ul> <p>c. Explain the process of conception and when, in the fertility cycle, conception is most likely to occur.</p> <p>d. State that abstinence from sexual intercourse is the most effective way to avoid conception and sexually transmitted diseases.</p> | Oral and/or written responses. |

LEVEL: 9-12 (Continued)

## HUMAN SEXUALITY

| ESSENTIAL SKILLS | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SUGGESTED EVALUATION           |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                  | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |
| 5. (Continued)   | <p>5.e. State for each pregnancy prevention method below, the mechanisms of action, effectiveness rates, advantages, and known complications:</p> <ul style="list-style-type: none"><li>— oral contraceptives,</li><li>— intrauterine device (IUD),</li><li>— Barriers,<ul style="list-style-type: none"><li>• condoms,</li><li>• diaphragm,</li><li>• cervical cap,</li><li>• vaginal sponge,</li></ul></li><li>— Periodic abstinence,<ul style="list-style-type: none"><li>• calendar rhythm,</li><li>• natural family planning.</li></ul></li></ul> <p>f. Describe the physiological and emotional changes of pregnancy and the roles of the mother and father in promoting maternal and child health.</p> | Oral and/or written responses. |

## HUMAN SEXUALITY

**LEVEL:** 9-12 (Continued)

| ESSENTIAL SKILLS                                                                                                   | KEY INDICATORS                                                                                                                                                                                                                                                                                                              | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                     |                                                                                                                                                                                                                                                                                                                             |                                |
| 6. Students will understand that individuals have the ability and responsibility to control their sexual behavior. | <p>6.a. Recognize that having sexual thoughts, feelings, desires, and physiological responses is a healthy normal part of living and growing for males and females.</p> <p>b. Analyze how external factors such as movies/videos, TV, advertisements, music and literature/books affect sexual attitudes and behaviors.</p> | Oral and/or written responses. |
| 7. Students will understand what is included in family planning.                                                   | 7.a. Describe the major factors to consider in family planning e.g., personal goal setting, number of children desired, importance of timing of pregnancy, identification of enabling resources and parenting education.                                                                                                    |                                |

LEVEL: 9-12 (Continued)

## HUMAN SEXUALITY

| ESSENTIAL SKILLS                                                                                                                  | KEY INDICATORS                                                                                                                                       | SUGGESTED EVALUATION |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|                                                                                                                                   | Students will:                                                                                                                                       |                      |
| 7. (Continued)                                                                                                                    | 7.b. Describe the responsibilities parents have for their children e.g., clothing, food, shelter, nurturing, protection, and guidance.               |                      |
|                                                                                                                                   | c. Discuss the decisions they make now that affect their ability to have and provide for a family in the future e.g., health, career, and education. |                      |
| 8. Students will know the various types of sexually transmitted diseases and understand their personal and societal consequences. | 8.a. Define communicable disease and recognize the various modes of transmission and prevention.                                                     |                      |

LEVEL: 9-12 (Continued)

## HUMAN SEXUALITY

| ESSENTIAL SKILLS | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SUGGESTED EVALUATION           |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                |
| 8. (Continued)   | <p>8.b. Identify the various sexually transmitted diseases e.g., chlamydia, syphilis, gonorrhea, Human Immunodeficiency Virus (HIV/AIDS), genital warts Human Papilloma Virus (HPV) and genital herpes.</p> <p>c. Explain that the most effective way of protecting themselves from contracting any of the sexually transmitted diseases is abstaining from sexual intercourse until marriage and then restricting intercourse to their uninfected spouse.</p> <p>d. Assess personal and societal costs related to sexually transmitted diseases.</p> <p>e. Identify community resources for diagnosis and treatment of sexually transmitted diseases.</p> | Oral and/or written responses. |

## CONSUMER HEALTH

LEVEL: K-3

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

- I. Students will understand the difference between advertisements and educational messages.

- I.a. Recognize that the major purpose of advertising is to sell a product.
- b. Compare reliable and unreliable messages.

Oral and/or written responses.

## CONSUMER HEALTH

LEVEL: 4-6

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

- I. Students will understand the roles of advertising and other influences on the selection of health products and services.

- I.a. Identify the effects of advertising and peer pressure on health product choices.
- b. Analyze factors influencing the purchase of health products.

Oral and/or written responses.

## CONSUMER HEALTH

LEVEL: 7-8

| ESSENTIAL SKILLS                                                                                                              | KEY INDICATORS                                                                                                                                                                                                          | SUGGESTED EVALUATION           |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                                |                                                                                                                                                                                                                         |                                |
| 1. Students will understand that there are reliable and unreliable sources of health information and health related products. | 1.a. Demonstrate knowledge of where to go for reliable information regarding health services and products.<br><br>b. Demonstrate critical thinking skills in analyzing the advertising and labeling of health products. | Oral and/or written responses. |

LEVEL: 9-12

## CONSUMER HEALTH

| ESSENTIAL SKILLS                                                                                                              | KEY INDICATORS                                                                                                                                                   | SUGGESTED EVALUATION           |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                               | Students will:                                                                                                                                                   |                                |
| 1. Students will understand distinctions among health professions.                                                            | 1.a. Demonstrate knowledge of licensing and certification standards for health professions.<br><br>b. Compare reliable and unreliable health care practitioners. | Oral and/or written responses. |
| 2. Students will understand the role of local, state and federal agencies which protect and inform consumers.                 | 2.a. Describe responsibilities and services of F.D.A., state and local health departments and Consumer Product Safety Commission.                                |                                |
| 3. Students will understand that there are reliable and unreliable sources of health information and health related products. | 3.a. Demonstrate critical thinking skills in analyzing the advertising and labeling of health products.                                                          |                                |

## COMMUNITY HEALTH RESOURCES

LEVEL: K-3

| ESSENTIAL SKILLS                                                                                     | KEY INDICATORS                                                                                                                                                                                                  | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                       |                                                                                                                                                                                                                 |                                |
| 1. Students will know community workers and organizations that are responsible for community health. | 1.a. Identify health workers in the community e.g., paramedics, dentists, nurses, physicians and sanitarians.<br><br>b. Name local community agencies that provide health services to individuals and families. | Oral and/or written responses. |

## COMMUNITY HEALTH RESOURCES

LEVEL: 4-6

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

1. Students will understand the roles and responsibilities of community workers and organizations for community health.

- 1.a. List the roles of key community health workers and how they differ from one another.

Oral and/or written responses.

## COMMUNITY HEALTH RESOURCES

LEVEL: 7-8

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

- I. Students will understand common community health problems that agencies need to address.

- I.a. List community health agencies and their responsibilities.
- b. Identify the leading causes of death and illness in the community by age group.
- c. List resources available that address specific health needs of adolescents.

Oral and/or written responses.

## COMMUNITY HEALTH RESOURCES

**LEVEL:** 9-12

| ESSENTIAL SKILLS                                                                                                                                         | KEY INDICATORS                                                                                                                                                                                                                        | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                                          | Students will:                                                                                                                                                                                                                        |                                |
| 1. Students will understand the various political, economic, cultural and public policy factors related to community health problems.                    | 1.a. Analyze how community health programs change in response to need.<br><br>b. Review local, state and federal, regulations that serve to protect the public's health e.g., safe food, clean air and management of hazardous waste. | Oral and/or written responses. |
| 2. Students will know how local, state, federal and international organizations provide community health services.                                       | 2.a. Evaluate local, state, federal and international efforts to contain community health problems e.g., small-pox, infant mortality and HIV.                                                                                         |                                |
| 3. Students will understand changing trends in the health care delivery system and individual rights and responsibilities within the health care system. | 3.a. Compare the different types of health care delivery systems and how they differ in approaches to patient care e.g., public, hospital, HMO and private.<br><br>b. Assess financial impact of health care.                         |                                |

## DISEASE PREVENTION AND CONTROL

**LEVEL:** K-3

| ESSENTIAL SKILLS                                                                                                        | KEY INDICATORS                                                                                                                                                                                       | SUGGESTED EVALUATION           |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                         | Students will:                                                                                                                                                                                       |                                |
| 1. Students will understand the differences between wellness and illness.                                               | 1.a. State that individuals are able to work, play and learn best when well.<br><br>b. Describe that wellness means more than the absence of illness.                                                | Oral and/or written responses. |
| 2. Students will understand the basic causes of illness and disease.                                                    | 2.a. List causes of illness and disease e.g., heredity, environment, lifestyle and germs.<br><br>b. Describe different ways that germs causing disease are spread e.g., people, animals, water, etc. |                                |
| 3. Students will understand that various personal, community and health care practices can prevent and control disease. | 3.a. State ways to prevent disease from developing e.g., immunization, good health habits and knowledge of risk factors.                                                                             |                                |

LEVEL: K-3

## DISEASE PREVENTION AND CONTROL

| ESSENTIAL SKILLS                                                                                                                 | KEY INDICATORS                                                                       | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                                   |                                                                                      |                                |
| 4. Students will understand that regular visits to health providers are a protection against developing serious health problems. | 4.a. Discuss the benefits of early recognition, reporting and treatment of diseases. | Oral and/or written responses. |

LEVEL: 4-6

## DISEASE PREVENTION AND CONTROL

| ESSENTIAL SKILLS                                                                               | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                               | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                | Students will:                                                                                                                                                                                                                                                                                                                                                                                               |                                |
| 1. Students will understand the differences between communicable and noncommunicable diseases. | 1.a. List diseases that are not contagious e.g., heart disease and asthma.<br><br>b. List diseases that are contagious e.g., measles and flu.                                                                                                                                                                                                                                                                | Oral and/or written responses. |
| 2. Students will understand the various causes of communicable and noncommunicable diseases.   | 2.a. State that infection is caused by specific organisms e.g., bacteria, viruses and fungi.<br><br>b. Describe the various ways communicable diseases are transmitted e.g., droplet infection, sexual contact, blood and body fluids, direct contact, vector, food and water.<br><br>c. Discuss personal health habits, congenital defects, heredity and environment as causes of noncommunicable diseases. |                                |

LEVEL: 4-6

## DISEASE PREVENTION AND CONTROL

| ESSENTIAL SKILLS                                                                                    | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                          | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                     | Students will:                                                                                                                                                                                                                                                                                                                                                          |                                |
| 3. Students will understand the role of personal responsibility for disease prevention and control. | 3.a. List ways to recognize illness in self and describe how to seek assistance.<br><br>b. Describe the role of early detection in limiting the effects of disease.<br><br>c. List ways to prevent communicable and noncommunicable diseases from developing.<br><br>d. Examine the relationship between personal lifestyle and the prevention and control of diseases. | Oral and/or written responses. |

## DISEASE PREVENTION AND CONTROL

LEVEL: 7-8

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

1. Students will understand the characteristics and classifications of various diseases.

- 1.a. Define and provide examples of acute, chronic, communicable, noncommunicable, degenerative, metabolic, hereditary and congenital diseases.

Oral and/or written responses.

2. Students will understand the circumstances under which disease susceptibility may vary according to the effect of heredity, environment and individual lifestyle.

- 2.a. Examine how race, culture and hereditary factors impact on disease susceptibility.
- b. Analyze environmental influences that affect disease susceptibility e.g., cleanliness, economic conditions and pollution.
- c. Assess the impact of fitness, diet, rest and other lifestyle issues related to disease.

## DISEASE PREVENTION AND CONTROL

LEVEL: 7-8

| ESSENTIAL SKILLS                                                                                                                                       | KEY INDICATORS                                                                                                                                                                                                                                                                          | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                                                         |                                                                                                                                                                                                                                                                                         |                                |
| 3. Students will understand the ways of intervening in the disease process by modifying the environment and/or the health practices of the individual. | 3.a. Evaluate disease prevention and control practices e.g., immunization, pollution control and smoking cessation.<br><br>b. Identify methods of early recognition of health problems.<br><br>c. Identify their responsibility as active participants in treatment and rehabilitation. | Oral and/or written responses. |

LEVEL: 9-12

## DISEASE PREVENTION AND CONTROL

| ESSENTIAL SKILLS                                                                                         | KEY INDICATORS                                                                                                                                              | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                           |                                                                                                                                                             |                                |
| 1. Students will understand the personal risk factors associated with chronic and communicable diseases. | 1.a. Analyze personal risk factors for communicable and chronic diseases.<br><br>b. Explain major screening methods for early detection of disease.         | Oral and/or written responses. |
| 2. Students will understand risk reduction and disease prevention methods.                               | 2.a. Describe the components of a personal health maintenance plan.<br><br>b. Review community resources that assist in reducing risk behavior and disease. |                                |

## PERSONAL HEALTH AND HYGIENE

LEVEL:     K-3

| ESSENTIAL SKILLS                                                                               | KEY INDICATORS                                                                                                                              | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                | Students will:                                                                                                                              |                                |
| 1. Students will understand the need for proper sleep, rest and exercise for promoting health. | 1.a. Identify the average number of hours of sleep needed for age group.<br><br>b. List the benefits of exercise for muscles and attitudes. | Oral and/or written responses. |
| 2. Students will understand how personal cleanliness relates to good health and appearance.    | 2.a. Describe why bathing and washing hair are important to being accepted by others and avoiding illness.                                  |                                |
| 3. Students will understand techniques in dental hygiene and care.                             | 3.a. Explain that cavities and gum disease can be prevented with daily mouth care.<br><br>b. Demonstrate proper brushing and flossing.      |                                |

LEVEL: 4-6

## PERSONAL HEALTH AND HYGIENE

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

1. Students will understand factors important to healthy vision and hearing.

- 1.a. Identify the parts of the ear and eye.
- b. Describe common injuries to the eyes and the basic prevention practices e.g., goggles, etc.
- c. Discuss ear infections and how loud noises can damage hearing.
- d. Explain the need for vision and hearing screening.

Oral and/or written responses.

2. Students will understand the role of fitness and its relationship to the promotion of health.

- 2.a. Describe how good posture provides room for heart and lungs to work efficiently.
- b. State that fitness promotes strength, cardiovascular endurance and flexibility.
- c. Explain the relationship between exercise and weight control.

**LEVEL:** 4-6 (Continued)

## PERSONAL HEALTH AND HYGIENE

| ESSENTIAL SKILLS                                                                                       | KEY INDICATORS                                                                                                                                                                                                               | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                        | Students will:                                                                                                                                                                                                               |                                |
| 3. Students will understand the relationship between dental care and the prevention of dental disease. | 3.a. Identify which foods promote healthy teeth and why.<br>b. Describe what role fluoride plays in cavity prevention.<br>c. List the sources of fluoride.<br>d. Demonstrate knowledge of plaque and periodontal disease.    | Oral and/or written responses. |
| 4. Students will understand change in health and hygiene needs during preadolescence.                  | 4.a. Describe the physical changes in boys and girls during puberty and the hygiene measures related to those changes (menstruation, bathing and deodorant).<br>b. Recognize increased nutrient needs during preadolescence. |                                |

LEVEL: 7-8

## PERSONAL HEALTH AND HYGIENE

| ESSENTIAL SKILLS                                                                                                      | KEY INDICATORS                                                                                                                                                                                                  | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Students will:                                                                                                        |                                                                                                                                                                                                                 |                                |
| 1. Students will understand basic dental safety and first aid.                                                        | 1.a. Identify activities requiring teeth protectors.<br><br>b. Demonstrate how to transport teeth that have been knocked-out.<br><br>c. Demonstrate basic first aid for common dental trauma.                   | Oral and/or written responses. |
| 2. Students will understand the various facts and fallacies related to personal health care and health care products. | 2.a. Describe the etiology and management of acne.<br><br>b. Identify the differences and similarities in health care products.<br><br>c. Describe the effects of sun damage to skin and protective mechanisms. |                                |

LEVEL: 7-8 (Continued)

**PERSONAL HEALTH AND HYGIENE**

| ESSENTIAL SKILLS                                                                                               | KEY INDICATORS                                                                                                                                                                                                                                       | SUGGESTED EVALUATION           |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                | Students will:                                                                                                                                                                                                                                       |                                |
| 3. Students will understand changes in health care, health and hygiene needs during adolescence and adulthood. | 3.a. List health related concerns to discuss with health care providers.<br><br>b. Recognize responsibility for identifying health problems and seeking help.<br><br>c. Recognize responsibility for diet, exercise, sleep, safety precautions, etc. | Oral and/or written responses. |

## PERSONAL HEALTH AND HYGIENE

LEVEL: 9-12

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

1. Students will understand the need for periodic medical and dental checkups, screening and follow-up.

- 1.a. Analyze conditions and diseases that can be identified through screening and their relative risk factors.

- b. Describe the common components of the periodic medical exam and the reasons for those components.

Oral and/or written responses.

2. Students will understand self-care concepts and practices.

- 2.a. Identify the components of personal health and wellness.

3. Students will understand the need to balance individual commitments to work, school and leisure.

- 3.a. Describe examples of individuals who may be out of balance in their activities and commitments.

## FAMILY HEALTH

**LEVEL:** K-3

| ESSENTIAL SKILLS                                                                                                            | KEY INDICATORS                                                                                                                                                                                                                                      | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                             | Students will:                                                                                                                                                                                                                                      |                                |
| 1. Students will understand the different types of family units and the major factors that affect them.                     | <p>1.a. Define various types of family units e.g., traditional, single parent, blended families and extended family members in one household [grandparent(s), cousin(s)].</p> <p>b. Describe how the above family types may handle their needs.</p> | Oral and/or written responses. |
| 2. Students will understand their own roles, contributions and responsibilities as family members and how those may change. | <p>2.a. Identify their self-worth and the contributions they make in their family e.g., positive attitude and doing chores.</p> <p>b. Describe how individual family member attitudes affect family life.</p>                                       |                                |

## FAMILY HEALTH

**LEVEL:** K-3 (Continued)

| ESSENTIAL SKILLS                                                   | KEY INDICATORS                                                                                                                                                                                                         | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                    | Students will:                                                                                                                                                                                                         |                                |
| 2. (Continued)                                                     | 2.c. List ways family members may affirm each other.                                                                                                                                                                   | Oral and/or written responses. |
|                                                                    | d. Identify situations that could change their role in the family.                                                                                                                                                     |                                |
| 3. Students will understand how family members support each other. | 3.a. Identify the interdependence of parents and children.                                                                                                                                                             |                                |
|                                                                    | b. Explain the importance of the family unit in the prevention of illness e.g., care of home environment, immunizations, personal hygiene, periodic health examination and diet, exercise, rest and emotional support. |                                |

## FAMILY HEALTH

**LEVEL:** 4-6

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

1. Students will understand the different types of family units and the major factors that affect them.

- 1.a. Define various types of family units e.g., traditional, single parent, blended families and extended family members in one household [grandparent(s), cousin(s)].
- b. Describe typical members in each family type and the roles they play.
- c. Describe how the above family types may meet their needs.

Oral and/or written responses.

2. Students will understand their own roles, contributions and responsibilities as family members and how those may change.

- 2.a. Identify their self-worth and the contributions they make in their family e.g., positive attitude and doing chores.

## FAMILY HEALTH

**LEVEL:** 4-6 (Continued)

| ESSENTIAL SKILLS                                                                                                                                 | KEY INDICATORS                                                                                                                                                                                                                                                                              | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                                  | Students will:                                                                                                                                                                                                                                                                              |                                |
| 2. (Continued)                                                                                                                                   | <p>2.b. Describe how individual family member attitudes affect family life.</p> <p>c. Describe ways family members may affirm each other.</p> <p>d. Identify situations that could change their role in the family.</p>                                                                     | Oral and/or written responses. |
| 3. Students will understand how family members support each other, and how that may contribute to the physical and mental health of each member. | <p>3.a. Identify the interdependence of parents and children.</p> <p>b. Assess the importance of the family unit in the prevention of illness e.g., care of home environment, immunizations, personal hygiene, periodic health examination, diet, exercise, rest and emotional support.</p> |                                |

## FAMILY HEALTH

**LEVEL:** 4-6 (Continued)

| ESSENTIAL SKILLS                                                             | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                | SUGGESTED EVALUATION           |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                              | Students will:                                                                                                                                                                                                                                                                                                                                                                                |                                |
| 4. Students will understand changing family roles throughout the life cycle. | <p>4.a. Recognize that in a family unit every member has a specific role e.g., mother and/or father, older child, middle child, younger children, infant, grand-parent(s) and others.</p> <p>b. Recognize that their levels of dependence upon the family change as they mature.</p> <p>c. Explain that with the demonstrated ability to handle new responsibilities come new privileges.</p> | Oral and/or written responses. |

## FAMILY HEALTH

LEVEL: 7-8

| ESSENTIAL SKILLS                                                                                        | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                      | SUGGESTED EVALUATION          |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Students will:                                                                                          |                                                                                                                                                                                                                                                                                                                                                                     |                               |
| 1. Students will understand the different types of family units and the major factors that affect them. | 1.a. Examine various types of family units and the strengths and challenges of each e.g., traditional, single parent, blended families and extended family members in one household [grandparent(s), cousin(s)].<br><br>b. Describe ways in which social factors impact family units e.g., marital status, economic status and local, state and federal government. | Oral and/or written response. |

**LEVEL:** 7-8 (Continued)

## FAMILY HEALTH

| ESSENTIAL SKILLS                                                                                                            | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                             | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |
| 2. Students will understand their own roles, contributions and responsibilities as family members and how those may change. | <p>2.a. Identify their self-worth and assess the contributions they can make to their family e.g., good humor, positive attitude and affirming others.</p> <p>b. Examine the responsibilities they might have in their families and determine the benefits (long and short term) of fulfilling those responsibilities.</p> <p>c. Evaluate how individual family member attitudes affect family life.</p> <p>d. Identify situations that could change their role in the family.</p> | Oral and/or written responses. |

## FAMILY HEALTH

LEVEL: 7-8 (Continued)

| ESSENTIAL SKILLS                                                                                                                                 | KEY INDICATORS                                                                                                                                                                                                                                                                                                      | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                                  | Students will:                                                                                                                                                                                                                                                                                                      |                                |
| 3. Students will understand how family members support each other, and how that may contribute to the physical and mental health of each member. | 3.a. Identify the interdependence of parents and children (and extended family members).<br><br>b. Assess the importance of the family unit in the prevention of illness e.g., care of home environment, immunizations, personal hygiene, periodic health examination, diet, exercise, rest, and emotional support. | Oral and/or written responses. |

**LEVEL:** 7-8 (Continued)

## FAMILY HEALTH

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

4. Students will understand changing family roles throughout the life cycle.

- 4.a. Describe ways in which their own roles have already changed in their family and how those roles are likely to change in the next several years.
- b. Recognize that their levels of dependence upon the family change as they mature.
- c. Examine specific roles of various family members e.g., mother and/or father, older child, middle child, younger children, infant, grandparent(s), and others.

Oral and/or written responses.

## FAMILY HEALTH

**LEVEL:** 7-8 (Continued)

| ESSENTIAL SKILLS                                                                                                                     | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                   | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                      | Students will:                                                                                                                                                                                                                                                                                                                                                                   |                                |
| 4. (Continued)                                                                                                                       | 4.d. Conclude that with the demonstrated ability to handle new responsibilities come new privileges.                                                                                                                                                                                                                                                                             | Oral and/or written responses. |
| 5. Students will understand that personal development is necessary to successfully assume multiple adult roles and responsibilities. | 5.a. Identify the responsibilities of: <ul style="list-style-type: none"> <li>i spouse,</li> <li>ii) parent,</li> <li>iii) employee, and</li> <li>iv) community volunteer.</li> </ul> b. Analyze qualities and skills which may lend themselves to specific life choices.<br>c. Evaluate skills and personal qualities they have and how these may need to be developed further. |                                |

LEVEL: 7-8 (Continued)

FAMILY HEALTH

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ESSENTIAL SKILLS

KEY INDICATORS

SUGGESTED EVALUATION

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Students will:

5. (Continued)

5.d. Analyze the importance of  
goal setting and time  
management skills.

Oral and/or written responses.

## FAMILY HEALTH

**LEVEL:** 9-12

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

- I. Students will understand the different types of family units and the major factors that affect them.

Students will:

- I.a. Compare the various types of family units and the strengths and challenges of each e.g., traditional, single parent, blended families and extended family members in one household [grandparent(s) cousin(s)].
- b. Describe ways in which cultural factors affect family units e.g., traditions.
- c. Describe how the above family types may handle their various other needs e.g., social, economic and emotional.

Oral and/or written responses.

## FAMILY HEALTH

**LEVEL:** 9-12 (Continued)

| ESSENTIAL SKILLS                                                                                                            | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | SUGGESTED EVALUATION           |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                             | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |
| 2. Students will understand their own roles, contributions and responsibilities as family members and how those may change. | <p>2.a. Identify their self-worth and assess the contributions they can make to their family e.g., good humor, positive attitude and affirming others.</p> <p>b. Examine the responsibilities they might have in their families and determine the benefits (long and short term) of fulfilling those responsibilities.</p> <p>c. Evaluate how individual family member attitudes affect family life.</p> <p>d. List positive ways family members of all ages contribute to family life.</p> | Oral and/or written responses. |

## FAMILY HEALTH

**LEVEL:** 9-12 (Continued)

| ESSENTIAL SKILLS                                                                                                                                 | KEY INDICATORS                                                                                                                                                                                                                                                                                                            | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                                  | Students will:                                                                                                                                                                                                                                                                                                            |                                |
| 3. Students will understand how family members support each other, and how that may contribute to the physical and mental health of each member. | <p>3.a. Identify the interdependence of parents and children (and extended family members).</p> <p>b. Assess the importance of the family unit in the prevention of illness e.g., care of home environment, immunizations, personal hygiene, periodic health examination, diet, exercise, rest and emotional support.</p> | Oral and/or written responses. |
| 4. Students will understand changing family roles throughout the life cycle.                                                                     | 4.a. Describe ways in which their own roles have already changed in their family and how those roles are likely to change in the next several years.                                                                                                                                                                      |                                |

## FAMILY HEALTH

**LEVEL:** 9-12 (Continued)

| ESSENTIAL SKILLS | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                 | SUGGESTED EVALUATION           |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                  | Students will:                                                                                                                                                                                                                                                                                                                                                                 |                                |
| 4. (Continued)   | <p>4.b. Recognize that their levels of dependence upon the family change as they mature.</p> <p>c. Examine specific roles of various family members e.g., mother and/or father, older child, middle child, younger children, infant, grandparent(s), and others.</p> <p>d. Conclude that with the demonstrated ability to handle new responsibilities come new privileges.</p> | Oral and/or written responses. |

## FAMILY HEALTH

**LEVEL:** 9-12 (Continued)

| ESSENTIAL SKILLS                                                                                                                     | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SUGGESTED EVALUATION           |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                      | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                |
| 5. Students will understand that personal development is necessary to successfully assume multiple adult roles and responsibilities. | <p>5.a. Identify the responsibilities of:</p> <ul style="list-style-type: none"> <li>i) spouse,</li> <li>ii) employee,</li> <li>iii) parent, and</li> <li>iv) community volunteer.</li> </ul> <p>b. Analyze qualities and skills which may lend themselves to specific life choices.</p> <p>c. Evaluate skills and personal qualities they have and how these may need to be developed further.</p> <p>d. Analyze the importance of goal setting and time management skills.</p> | Oral and/or written responses. |

## PHYSICAL EDUCATION

LEVEL: K-3

| ESSENTIAL SKILLS                                                             | KEY INDICATORS                                                                                                                                                                                                                        | SUGGESTED EVALUATION                                                                                                                                                                                                          |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                              | Students will:                                                                                                                                                                                                                        |                                                                                                                                                                                                                               |
| I. Students will develop and maintain an adequate level of physical fitness. | I.a. Participate in activities to improve: <ul style="list-style-type: none"> <li>i) cardiovascular endurance,</li> <li>ii) flexibility,</li> <li>iii) muscular strength and endurance, and</li> <li>iv) body composition.</li> </ul> | Pre-test and post-test students in the following: <ul style="list-style-type: none"> <li>Mile-run/walk,</li> <li>Sit and reach,</li> <li>Pull ups, flexed arm hang, and</li> <li>Body composition (skinfold test).</li> </ul> |

## PHYSICAL EDUCATION

LEVEL: K-3

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

2. Students will develop body management skills.

- 2.a. Perform a variety of animal movements such as dog walk, bear walk, cricket walk and seal walk.
- b. Demonstrate competency in a variety of individual stunts such as heel clicks, pogo and coffee grinder.
- c. Accomplish a variety of partner and group stunts such as bouncing ball, wring the dishrag and partner hopping.
- d. Safely perform a basic progression of tumbling skills, including rolls, turns, jumps and springs.

Teacher observation of student performance in a variety of activities and settings.

148

147

## PHYSICAL EDUCATION

LEVEL:     K-3

| ESSENTIAL SKILLS                                                   | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SUGGESTED EVALUATION                                                                |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                    | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |
| 3. Students will be proficient in fundamental movement activities. | <p>3.a. Participate in activities to improve:</p> <ul style="list-style-type: none"> <li>i) locomotor movements such as walking, running sliding, skipping, etc.</li> <li>ii) nonlocomotor movements such as bending, twisting, pushing, turning, pulling, etc.</li> <li>iii) hand-eye coordination skills such as throwing, catching, volleying, dribbling and striking.</li> <li>iv) foot-eye coordination skills such as kicking, trapping, etc.</li> <li>v) fundamental balances such as mountain climber, climb-up and frogstand.</li> </ul> | Teacher observation of student performance in a variety of activities and settings. |

## PHYSICAL EDUCATION

LEVEL: K-3 (Continued)

| ESSENTIAL SKILLS | KEY INDICATORS | SUGGESTED EVALUATION |
|------------------|----------------|----------------------|
|------------------|----------------|----------------------|

Students will:

- |      |                                                                                                |  |
|------|------------------------------------------------------------------------------------------------|--|
| 3.a. | Participate in activities to improve: (continued)                                              |  |
|      | vi) partner and group stunts such as bouncing ball, wring the dishrag and partner hopping, and |  |
|      | vii) tumbling skills, e.g., rolls, turns, jumps and springs.                                   |  |

## PHYSICAL EDUCATION

LEVEL:     K-3

| ESSENTIAL SKILLS                                                    | KEY INDICATORS                                                                                                                                                                                                                                             | SUGGESTED EVALUATION                                                                                                                          |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | Students will:                                                                                                                                                                                                                                             |                                                                                                                                               |
| 4. Students will be proficient in a variety of rhythmic activities. | <p>4.a. Perform the basic steps integrated into singing games such as Bingo, Farmer in the Dell, and Shoemaker's Dance.</p> <p>4.b. Participate in a variety of folk dances such as Danish Dance of Greeting, How D'ye Do My Partner, and Seven Jumps.</p> | <p>Teacher observation of student performance.</p> <p>Student development of original movement pattern to a chosen musical accompaniment.</p> |

## PHYSICAL EDUCATION

LEVEL: K-3

| ESSENTIAL SKILLS                                         | KEY INDICATORS                                                                                                        | SUGGESTED EVALUATION                                                                                                                        |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | Students will:                                                                                                        |                                                                                                                                             |
| 5. Students will be proficient in playground activities. | 5.a. Participate in playground activities such as four square, hopscotch, jump rope, marbles, frisbees and tag games. | Teacher observation of students in a variety of activities and settings.<br><br>Students list favorite games and play them following rules. |

## PHYSICAL EDUCATION

**LEVEL:** 4-6

| ESSENTIAL SKILLS                                                                                                         | KEY INDICATORS                                                                                                                                                                                                                        | SUGGESTED EVALUATION                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                          | Students will:                                                                                                                                                                                                                        |                                                                                                                                                                  |
| 1. Students will understand the benefits and principles of exercise and the components of an effective exercise program. | 1.a. State the benefits of exercise.<br>b. Describe exercise principles.<br>c. List the components of an effective exercise program.                                                                                                  | Oral and/or written responses.                                                                                                                                   |
| 2. Students will develop and maintain an adequate level of physical fitness.                                             | 2.a. Participate in activities to improve: <ul style="list-style-type: none"> <li>i) cardiovascular endurance,</li> <li>ii) flexibility,</li> <li>iii) muscular strength and endurance, and</li> <li>iv) body composition.</li> </ul> | Pre-test and post-test students in the following:<br><br>Mile run/walk,<br>Sit and reach,<br>Pull ups, flexed arm hang, and<br>Body composition (skinfold test). |

## PHYSICAL EDUCATION

**LEVEL:** 4-6

| ESSENTIAL SKILLS                                                   | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | SUGGESTED EVALUATION                                                                                                                                                                                     |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                          |
| 3. Students will be proficient in fundamental movement activities. | <p>3.a. Participate in activities to improve:</p> <ul style="list-style-type: none"> <li>i) locomotor movements such as walking, running, sliding, skipping, etc.</li> <li>ii) nonlocomotor movements such as bending, twisting, pushing, turning, pulling, etc.</li> <li>iii) hand-eye coordination skills such as throwing, catching, volleying, dribbling and striking.</li> <li>iv) foot-eye coordination skills such as kicking, trapping, etc.</li> <li>v) fundamental balances such as mountain climber, climb-up and frogstand.</li> </ul> | <p>Teacher observation of student performance in a variety of activities and settings.</p> <p>Teacher observation of student performance in a variety of individual, dual and team sport activities.</p> |

150

150

## PHYSICAL EDUCATION

LEVEL: 4-6 (Continued)

| ESSENTIAL SKILLS | KEY INDICATORS                                                                                                                                                                                                                          | SUGGESTED EVALUATION |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 3. (Continued)   | <p>3.a. Participate in activities to improve: (continued)</p> <p>vi) partner and group stunts such as bouncing ball, wring the dishrag and partner hopping, and</p> <p>vii) tumbling skills, e.g., rolls, turns, jumps and springs.</p> |                      |

## PHYSICAL EDUCATION

LEVEL: 4-6

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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4. Students will be competent in a variety of sport skills.

Students will:

4.a. Participate in drills and lead-up games in a variety of sports such as soccer, softball, football, basketball, volleyball, hockey, track and field, team handball and ultimate frisbee.

b. Participate in the above sports.

Teacher observation of student performance.

Teacher made skill tests.

Written tests to demonstrate knowledge of rules and strategies.

## PHYSICAL EDUCATION

LEVEL: 4-6

| ESSENTIAL SKILLS                                 | KEY INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                       | SUGGESTED EVALUATION                                                                                                              |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|                                                  | Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                   |
| 5. Students will develop body management skills. | <p>5.a. Demonstrate competency in a variety of individual stunts such as skier's sit, jump-through and egg roll.</p> <p>b. Accomplish a variety of partner and group stunts such as double scooter, double wheelbarrow, and centipede walk.</p> <p>c. Safely perform a basic progression of tumbling skills e.g., rolls, turns, jumps and springs.</p> <p>d. Perform a variety of fundamental balances such as V-up, frogstands, and long reach.</p> | <p>Teacher observation of student performance.</p> <p>Students will combine a number of tumbling skills into a basic routine.</p> |

## PHYSICAL EDUCATION

LEVEL: 4-6

---

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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Students will:

6. Students will be proficient in a variety of rhythmic activities.

- 6.a. Participate in a variety of folk dances such as Troika, Gustaf's Skoal and Kumpakojas.
- b. Participate in a number of line dances such as Virginia Reel, Oh Susanna and Oh Johnny.

Teacher observation of student performance.

Student development of original movement pattern to a chosen musical accompaniment.

PHYSICAL EDUCATION

LEVEL: 4-6

---

ESSENTIAL SKILLS

KEY INDICATORS

SUGGESTED EVALUATION

---

Students will:

7. Students will be proficient in variety of leisure activities.

- 7.a. Participate in such sports as aquatics, badminton, cycling, deck tennis, racquetball, orienteering, tetherball, archery, golf and tennis.

Teacher observation of students in a variety of activities and settings.

Students report on leisure activities in which they participate, in or out of school.

# PHYSICAL EDUCATION

LEVEL: 7-8

## ESSENTIAL SKILLS

## KEY INDICATORS

## SUGGESTED EVALUATION

Students will:

1. Students will understand the benefits and principles of exercise and the components of an effective exercise program.

- 1.a. State the benefits of exercise.
- b. Describe exercise principles.
- c. List the components of an effective exercise program.

Oral and/or written responses.

2. Students will develop and maintain an adequate level of physical fitness.

- 2.a. Participate in activities to improve:
  - i) cardiovascular endurance,
  - ii) flexibility,
  - iii) muscular strength and endurance, and
  - iv) body composition.

Students will evaluate their individual fitness levels and prescribe an individual fitness program.

## PHYSICAL EDUCATION

LEVEL: 7-8

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### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

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3. Students will demonstrate competency in a number of individual apparatus activities.

Students will:

- 3.a. Participate in pegboard, climbing ropes, jump ropes, scooter boards, juggling, hoops, footbags and wands.

Teacher observation of student performance.

171

172

170

## PHYSICAL EDUCATION

LEVEL: 7-8

| ESSENTIAL SKILLS                                                                       | KEY INDICATORS                                                                                                                                                                                                                                                                              | SUGGESTED EVALUATION                                                                               |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|                                                                                        | Students will:                                                                                                                                                                                                                                                                              |                                                                                                    |
| 4. Students will apply learned skills and strategies in a variety of sport activities. | <p>4.a. Participate in individual and dual sports e.g., badminton, golf, handball, racquetball, tennis, track and field and gymnastics.</p> <p>b. Participate in team sports e.g., basketball, field/floor hockey, flag/touch football, soccer, softball, team handball and volleyball.</p> | <p>Teacher observation of student performance.</p> <p>Written testing of strategies and rules.</p> |

# PHYSICAL EDUCATION

LEVEL: 7-8

## ESSENTIAL SKILLS

## KEY INDICATORS

## SUGGESTED EVALUATION

Students will:

5. Students will be proficient in a variety of rhythmic activities.

- 5.a. Perform fundamental movements of aerobic dance and participate in a variety of routines.
- b. Participate in a variety of social, folk, square and modern dances.

Teacher observation of student performance.

Student development of original movement pattern to a chosen musical accompaniment.

PHYSICAL EDUCATION

LEVEL: 7-8

| ESSENTIAL SKILLS                                                                                  | KEY INDICATORS                                                                                                                                                                    | SUGGESTED EVALUATION                                                                                                                                     |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                   | Students will:                                                                                                                                                                    |                                                                                                                                                          |
| 6. Students will know rules and demonstrate skill proficiency in a variety of leisure activities. | 6.a. Participate in such sports as archery, bowling, frisbee, horseshoes, table tennis, bicycling, fishing, hiking, orienteering, ice skating, swimming, tennis, golf and skiing. | Observation of students in a variety of activities and settings.<br><br>Student report on leisure activities that they participate in and out of school. |

## PHYSICAL EDUCATION

LEVEL: 9-12

| ESSENTIAL SKILLS                                                                                                         | KEY INDICATORS                                                                                                                                                                                                                        | SUGGESTED EVALUATION                                                                                |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
|                                                                                                                          | Students will:                                                                                                                                                                                                                        |                                                                                                     |
| 1. Students will understand the benefits and principles of exercise and the components of an effective exercise program. | 1.a. State the benefits of exercise.<br>b. Describe exercise principles.<br>c. List the components of an effective exercise program.                                                                                                  | Oral and/or written responses.                                                                      |
| 2. Students will develop and maintain an adequate level of physical fitness.                                             | 2.a. Participate in activities to improve: <ul style="list-style-type: none"> <li>i) cardiovascular endurance,</li> <li>ii) flexibility,</li> <li>iii) muscular strength and endurance, and</li> <li>iv) body composition.</li> </ul> | Students will evaluate their individual fitness levels and prescribe an individual fitness program. |

## PHYSICAL EDUCATION

LEVEL: 9-12

### ESSENTIAL SKILLS

### KEY INDICATORS

### SUGGESTED EVALUATION

Students will:

3. Students will apply learned skills and strategies in a variety of sport activities.

- 3.a. Participate in individual and dual sports e.g., badminton, fencing, golf, handball, racquetball, tennis, track and field, weight lifting and wrestling.
- b. Participate in team sports e.g., basketball, field/floor hockey, flag/touch football, Lacrosse, soccer, softball, speedball, team handball, wallyball and volleyball.

Teacher observation of student performance.

Written testing of strategies and rules.

PHYSICAL EDUCATION

LEVEL: 9-12

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ESSENTIAL SKILLS

KEY INDICATORS

SUGGESTED EVALUATION

---

4. Students will demonstrate proficiency in a variety of rhythmic activities.

Students will:

- 4.a. Perform fundamental movements of aerobic dance and participate in a variety of routines.
- b. Participate in a variety of social, folk, square and modern dances.

Teacher observation of student performance.

Student development of original movement pattern to a chosen musical accompaniment.

## PHYSICAL EDUCATION

LEVEL:     9-12

| ESSENTIAL SKILLS                                                                                 | KEY INDICATORS                                                                                                                                                                    | SUGGESTED EVALUATION                                                                                                                                             |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                  | Students will:                                                                                                                                                                    |                                                                                                                                                                  |
| 5. Student will know rules and demonstrate skill proficiency in a variety of leisure activities. | 5.a. Participate in such sports as archery, bowling, frisbee, horseshoes, table tennis, bicycling, fishing, hiking, orienteering, ice skating, swimming, tennis, golf and skiing. | <p>Observation of students in a variety of activities and settings.</p> <p>Student report on leisure activities that they participate, in and out of school.</p> |

APPENDIX

## PHYSICAL EDUCATION: A STATEMENT OF MISSION

Physical Education is an integral part of the total educational process and provides movement-centered and knowledge-based activities for students. The focus of the physical education program is to offer activities in an environment which meets the physical, emotional, social and intellectual needs of all students. A well-balanced program should offer students the opportunity to develop an acceptable level of fitness, a broad spectrum of physical skills, and the knowledge necessary to use the skills and maintain fitness for a lifetime of active participation. In addition to the essential skills in the psychomotor domain, the following global objectives should be integrated throughout the program. These objectives are generally met through instruction which is offered in a sensitive, understanding and caring manner to all students. Teachers should strive to accomplish the following:

### Teach Basic Safety Skills and Attitudes

Through regular instruction devoted to safety, students should acquire a knowledge of safety skills and develop an awareness of safety with respect to themselves and others. Teachers should always conduct physical education in a safe environment and utilize proper instruction to assure safe participation.

### Facilitate the Development of a Positive Self-Concept

Each student should have the opportunity to develop a positive self-concept related to participation in physical activity. Teachers should focus on the positive aspects of student performance and help students gain a realistic understanding of their strengths and weaknesses. Positive achievement in physical education will leave students with a legacy of success in physical activity and help to insure that they will enjoy an active life-style.

Interacting with society in a positive and productive manner demands that students learn to handle stress and cope with the unexpected. Physical education programs should provide students an opportunity to participate in a manner which will encourage stress release through active participation.

### Allow Opportunity for the Development of Social Skills

Physical education is a natural setting for developing social skills. In contrast to other areas in the curriculum, physical education activities often demand that students work together for the common good of the group. Students should be taught that cooperation precedes competition in that agreeing to follow rules assures that games can be played.

### **Develop Skills and Understandings for Leisure Activities**

Physical education programs should help students develop physical skills and knowledge that will allow them to participate in and derive enjoyment from wholesome recreational activities throughout their lifetime. Students must find enjoyment in leisure activities if they are expected to seek further participation. The program must be enjoyable for all students. In addition, students need to learn the benefits of participation in lifetime activities. The program should offer a wide variety of activities so students can begin to identify their particular areas of interest and expertise.

### **Equal Opportunity for all Students**

Physical Education curricula should be organized in a manner which helps assure that all students can be successful. The activities should be modified so that all youngsters have an equal chance for success. Providing a broad and varied curriculum for students will assure that the curriculum will meet the needs of the entire school population.

## REQUISITES FOR A SUCCESSFUL PROGRAM

### Administrative Support and Responsibility

Administrators must accept the responsibility for providing a quality program of physical education for all students. To meet this need, adequate faculty, facilities, and equipment must be provided and maintained. Attention must be given to class size which should be in line with other areas in the total school curriculum. In addition, administrators should assure that teachers have the opportunity to remain up-to-date in both instructional methodology and curricular content.

### A Professional Physical Education Faculty

Professional physical educators should be expected to have qualifications similar to other teachers in the school setting. Physical education teachers should have a major in physical education and be certified to teach in the area. It is indefensible to assign teachers with limited preparation to teach physical education. Physical educators should possess knowledge of human growth and development, skill development and instructional progression, and safety procedures.

Physical educators should have a commitment to insure effective instruction for each student regardless of ability. This responsibility should assure that each student has the opportunity to achieve at an optimum level regardless of the progress of the group. Teachers should have the expertise and knowledge required to adapt the program to the needs of each child.

### Proper Scheduling

To assure that the fitness and skill outcomes of physical education are reached, physical education must be scheduled on a daily basis. As a minimum, physical education at the elementary school level should be scheduled for 30 minutes daily. At the junior and senior high school level, a minimum of 45 minutes daily should be required.

In addition, daily physical education should be required in kindergarten through grade ten. In grades 11 and 12, physical education can be offered as a student elective.

### Instructional Resources

Physical education requires the use of a wide variety of equipment. Enough equipment should be available to insure that a minimal amount of student "waiting for a turn" takes place. To assure that the maximum amount of student learning takes place, teachers need to maximize student on-task time. Adequate instructional resources should be provided to assure that there is a piece of equipment for each student in the class. The breadth of the program must not be limited by a lack of adequate instructional resources.

### HIV/AIDS RELATED HEALTH ESSENTIAL SKILLS

The listing on the following page indicates those essential skills which relate to the instruction of HIV and AIDS content areas. HIV and AIDS related information can and should be taught in many areas of the comprehensive health curriculum.

Some of the essential skills related directly to this critical area of instruction include disease prevention and control and human sexuality. Other essential skills areas such as life management skills provide basic elements of self concept and decision making which are necessary for proper education on how to prevent HIV infection and AIDS.

The list is structured by grade level, broad essential skill area and specific essential skill.

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### HIV/AIDS RELATED HEALTH ESSENTIAL SKILLS

| Grade Levels:                          | K-3                   | 4-6                              | 7-8                             | 9-12                               |
|----------------------------------------|-----------------------|----------------------------------|---------------------------------|------------------------------------|
| Life Management Skills                 | Essential Skill No. 5 | Essential Skill No. 5            | Essential Skill No. 5           | Essential Skill No. 1              |
| Safe Environment and Injury Prevention |                       | Essential Skill No. 3            | Essential Skill No. 3           |                                    |
| Substance Abuse Prevention             |                       |                                  | Essential Skills No. 5 and 7    | Essential Skills No. 1 and 4       |
| Human Sexuality                        |                       | Essential Skills No. 4 and 8     | Essential Skills No. 4, 5 and 8 | Essential Skills No. 4, 5, 6 and 8 |
| Consumer Health                        |                       |                                  | Essential Skill No. 1           | Essential Skill No. 3              |
| Community Health Resources             |                       |                                  | Essential Skill No. 1           | Essential Skills No. 1 and 2       |
| Disease Prevention and Control         | Essential Skill No. 3 | Essential Skills No. 1, 2, and 3 | Essential Skills No. 1, 2 and 3 | Essential Skills No. 1 and 2       |